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ABSTRACT

In October of 1999, Columbia Basin College (CBC) (Washington), along with 21 other colleges in the area, administered the Community College Student Experiences Questionnaire (CCSEQ) to its students. The survey collected information on student demographics, quality of effort, perceived gains, satisfaction, and courses taken. This document provides a summary of the findings at CBC, based on the responses of 775 students, and compares them with statewide data. Highlights include: (1) the CBC student tends to have a higher household income than other students in the state with 50% claiming an annual salary of nearly $40,000; (2) 11% of CBC's students are Hispanic, 6% more than the state average; (3) 59% reported pursuing an A.A. degree; (4) 68% reported plans to transfer to a four-year institution in the future; (5) students seem to be making little use of library, art, music, and theatre activities on campus; (6) 42% reported using a computer tutorial to learn materials for a course; (7) 84% reported that at CBC they have acquired skills for a specific job or type of work; (8) 80% reported having made at least some progress toward writing more clearly and effectively at CBC; (9) two-thirds responded that they would choose CBC again if they had to start college again; and (10) 72% thought their courses were worthwhile. The document contains numerous figures and charts. Appendices include 1999 CCSEQ Questionnaire and Question Frequencies. (EMH)

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Summary of the 1999 CBC CCSEQ with Comparisons to 1996 Results and 1999 Statewide Responses

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Summary of the 1999 CBC CCSEQ with Comparisons to 1996 Results and 1999 Statewide Responses

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Summary

The Community College Student Experiences Questionnaire was administered to 775 Columbia Basin College students in October of 1999. The survey was also administered to other community colleges in Washington. The CCSEQ had been administered previously in 1996 and the results can be used to provide historical perspective to the 1999 questionnaire.

In general, responses in the CBC 1999 CCSEQ were similar to those made by other Washington community college students. In comparison to the 1996 CBC results, the 1999 CCSEQ was slightly different. Individual questions in the 1999 CCSEQ can vary more or less from responses of other Washington students and from responses three years ago.

CBC students, like other community college students in Washington, are spending less than 10 hours per week studying for classes. There is little difference between demographic groups on this issue, most notably for full-time and part-time students.

Course activities, counseling activities and writing activities are significant predictors of student perceived gains. For academic students hands-on experiences in science activities were very important. For vocational students hands-on vocational activities were very important.

There are some very significant breakthrough levels for CBC students. Students who study more than 10 hours a week, students who have taken at least 30 credit hours of classes and, to a lesser degree, the amount of time a student spends on campus all have a positive effect on student perceived gains.

Students are generally satisfied with the level of instruction they receive at CBC. All the same, some identifiable student demographic groups are less satisfied than the student population as a whole.

Introduction

In fall of 1999 Columbia Basin College participated, with 21 other community and technical colleges in Washington, in administering the Community College Student Experiences Questionnaire (CCSEQ). The CCSEQ is a nationally normalized survey instrument intended to look at student college experiences and see what effect those experiences may have on how students perceive their personal gains, education gains and college environment overall. The CCSEQ had been administered before at CBC in the fall of 1996. There were 775 CBC students that took part in a sample that covered a broad range of academic and vocational classes.

The CCSEQ is divided into six separate sections; each used to measure different types of information. These sections can be summarized as follows:

- Student Demographic and Course/Program Information Section- 15 questions
- Course Work Section- 28 questions
- Quality of Effort (QE) Section- 98 questions
  - Separated into 12 activity groups. Writing activities, library activities and counseling activities are three examples of these sub-groups.
- Perceived Gains - 25 questions
- Environmental/Satisfaction - 8 questions
- Additional questions asked by colleges- 20 questions

Each section of the survey will be examined separately and known facts summarized.

Overall, the results collected at CBC in 1999 differed little from results collected by the other colleges in Washington as a whole. There were, however, some marked changes in the responses given in 1999 at CBC from those received in 1996. Individual questions varied to a greater degree and pointed to areas where CBC is doing better or worse than the state as a whole or in the past.

It is at these differences that this report will focus. They point to areas where CBC can take pride in its accomplishments and at areas where CBC may need to focus more effort.

At the end of this report, the frequencies of the questions asked in the 1999 CCSEQ are provided for each question. They are listed in the order asked in the survey and divided by section.

Methodology

The CCSEQ is a national standardized survey developed and owned by the Center for the Study of Higher Education, located at the University of Memphis. It is a derivative form of a similar survey, the College Student Experience Questionnaire, which is given to four-year college students. The CCSEQ consists of six sections and 194 questions. Responses are collected on seven pages of fill-the-bubble formatted questions. As a general rule, there were four possible responses to each question.

In 1999, the CCSEQ was administered to 59 classes at various times and buildings. The survey period ran from October 25 to November 5. Classes were chosen to achieve an optimal balance of students for the sample. Classes were in particular chosen to control for balance between academic and vocational students. Students completed 789 surveys. However, due to students incorrectly filling out the survey or taking the survey twice, 14 surveys were removed from consideration for a total of 775 surveys. Surveys were then returned to the Center for the Study of Higher Education, at the University of Memphis, for tabulation. The results of that tabulation were given to CBC in late February 2000.

Twenty-one other community colleges throughout Washington came to participate in administering the CCSEQ in fall of 1999. Their time frame for the administration of the survey is roughly similar to that of CBC. Each college was responsible for the sampling method used and the number of surveys collected. The colleges collected a total of 12,590 surveys.

The 1996 CCSEQ was a slightly different survey than the one administered in 1999. A number of sections of the survey had questions added and one section, on computer activities, was added. Nevertheless, the survey was essentially the same in format as in 1999. The survey was administered in the fall of 1996 and collected 777 surveys. The sample was heavily tilted towards academic students in large classes in an attempt to gain large output of surveys from few distribution points. The method of tabulation was the same as in the 1999 CCSEQ.

Limitations

The are some limitations and caveats inherent in CBC's 1999 administration of the CCSEQ. One that has a large effect on the survey is that the survey was administered to a large number of students who were in their first term of college. These new students, in particular, effect the quality of effort section of the survey. These new students heavily effected the club and organization activity section of the survey. The timing of the survey was done at the request of the State Board of Community and Technical Colleges, who were interested in the progress of students over the breadth of time spent at college.

Students participating in basic skills programs were not surveyed. Though they make up about a quarter of CBC's student population, the CCSEQ is not designed to measure the experiences of these students. The reading level required to complete the survey is also an issue in administering the CCSEQ to many basic skills students. In examining the demographic results of the survey, one should keep in mind that the results exclude these students.

The CCSEQ is a self-reported measure of student activities, efforts and gains at the college. It is focused on perceptions, not on a student's actual experience. A close examination of the frequencies to the questions shows that students were very conservative in estimating their experiences and gains at college. It should be kept firmly in mind that the CCSEQ is a qualitative measure of student experiences.

Students were limited to four responses to most questions. The narrow options for response could have thwarted many students in fully representing the quality of their college experiences. Also, it forces the analyst to focus on categorical approaches to the data, leaving out a wealth of caparisons and information that might have otherwise been available.

The CCSEQ is an extremely long survey and suffers a large number of non-responses at the end of the survey. As many as 20% of the students may not have responded to the final questions of the survey. A result of this drop in response is that the margin of error for these questions goes up. This has been taken into consideration when later questions in the survey are compared to earlier information and between the surveys collected by other state colleges and from three years ago.

Student Demographic and Course/Program Information

There are some strong differences in this section between demographic results received from 1999 CBC students and those from the state and in the past. There are two reasons for these differences. First, the student population at CBC is different than the student population of Washington as a whole. Some examples of these differences are that CBC students tend to be more Hispanic and transfer oriented than the state as a whole. Also there has been a slight shift in the make up of CBC's students in the last three years. For example, CBC students are becoming more Hispanic and younger.

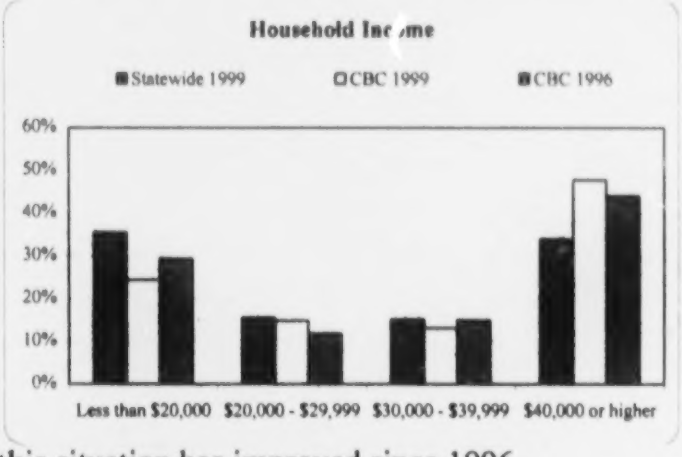
Second, in the latest offering of the CCSEQ an active attempt was made at CBC to sample a wider and more representative sample of students. Students taking the survey were selected from a wide range of both vocational and academic classes, in proportions thought to better represent CBC's student population. As a result the 1999 CCSEQ has a better representation by gender, ethnicity and type of college program for vocational and academic students.

One growing, yet important, section of CBC students was not surveyed. Students in basic skills were not surveyed. The reason for this is that the survey is intended for students participating in vocational and academic activities. A result of this exclusion of students is that gender and ethnicity of the students taking the survey are likely to be less female and less Hispanic than would be expected of CBC students as a whole.

Both vocational and academic students combined make up most of the responses in this study. It is possible to separate the two. In presentations to various departments, it was felt that this separation was important. In some cases this is true, most notably for comparisons of library activities. Nevertheless, as a general rule, vocational and academic students' responses are very similar to one another in most sections of this survey. They basically saw the same things as being important and reported a similar amount of effort on the same activities.

CBC's student population is more significantly Hispanic than the state as a whole. The state reported 5% of its students to be Hispanic, yet CBC reports 11% of its vocational or academic students to be Hispanic. Also, the Hispanic population is up from 1996, a rise that can not be explained by sampling methods.

The CBC student tends to have a slightly higher household income than is typical on the state level. The chart on this page shows this. One must note however, that the disparity in income is more a factor of whether or not a student is single and/or living with parents. Also, if one took basic skills education into consideration, one could expect a further shift in the household income status. Even with these cautions, it is reasonable that CBC students are slightly better financed than those in the state and that this situation has improved since 1996.

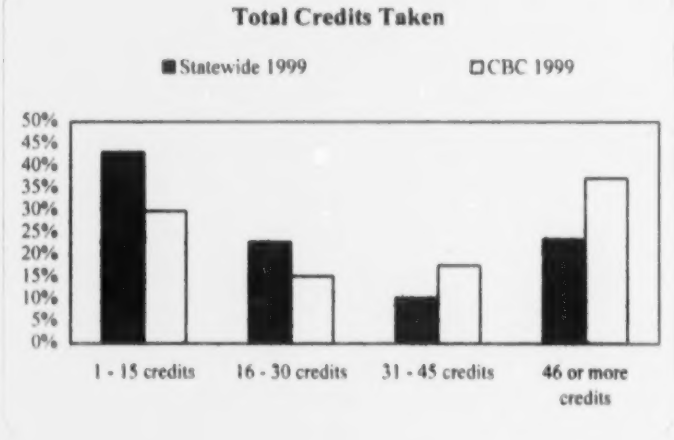


CBC students are working longer hours than other students in the state are. The percent of CBC students working more than twenty hours a week is 50%, a six-percent increase from 1996. This compares to 42% of Washington community college students. Despite CBC students working more, they appear to not be any more likely to feel that work interferes with their college experience.

CBC students are 10% more likely to report not having any family responsibilities than those are in the rest of the state. Those CBC students who do report such responsibilities are 9% more likely than the rest of Washington students to report family responsibilities interfering to some degree with their schoolwork.

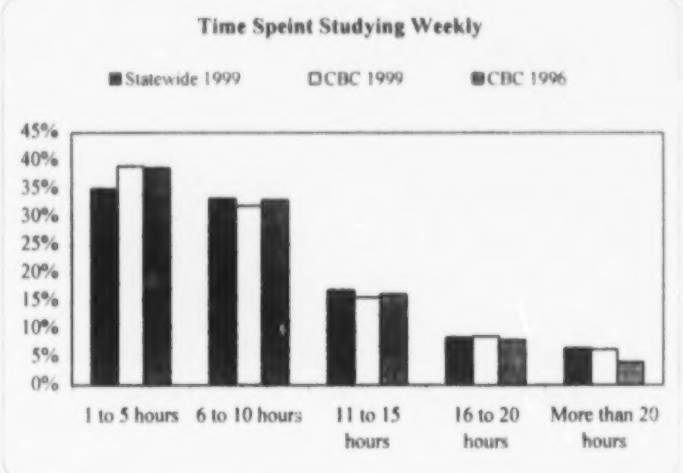
This section also considers the student's course/program. Here the information provided by CBC students and Washington students is very similar, with some exceptions.

CBC students report having taken more total credits hours than other Washington students. Part of their higher



credit hour reports may be due in part to the careful sample taken by CBC as compared to other colleges. All the same, there is a fair indication that CBC students stay longer at college than the state as a whole. An indication of this is the fact that CBC students also report taking fewer credits per term than other Washington students. More total credit hours, plus fewer term credits is a fair indicator of longer student attendance at CBC.

CBC students also report spending more time outside of class on campus than as compared to the state as a whole. About 62% of CBC students report spending at least some time on campus weekly. This compares to only 27% of Washington community college students. However, this number is 6% less from 68% since 1996. As will be seen later on, this on-campus activity is not translating into participation in on-campus events or college activities



Though the numbers are relatively the same statewide, the 1999 CCSEQ had one disturbing result. Close to 70% of students report studying less than 10 hours per week. This also holds true for full time students, who are only 3% more likely to study more. This is just short of being statistically significantly different from CBC students as a whole. This result holds true across most other demographics measured in the survey. Males are 12% less likely to study at least 10 hours a week. Likewise, not surprisingly, those who work part time are less likely to study at this level or better. However, full time students are slightly more likely to spend a longer amount of time in studying. Ethnicity and household income are not highly correlated with study time. These numbers have not significantly changed since 1996. CBC students and Washington community college students are not putting the time into study that is generally considered the minimum for academic success.

College Courses Taken

The CCSEQ asks a number of questions about the courses and degrees that the student is actively pursuing. The 1999 survey is different in its makeup in many respects to the 1996 survey. For this reason, on the issues of whether a student is pursing a vocational or transfer degree/program, comparisons between the years are difficult.

The first questions asked in this section inquire whether a student has taken certain types of classes while at college. The table here summarizes the percentage of students reporting having taken at least one of the listed types of classes. CBC has a higher percentage of students reporting having taken college level math, English composition, computer, communications, physical education and social science courses. In most of the other areas, the number of students taking classes is no different than the state as a whole.

Percentage of Students Taking a Class In...

	Statewide 1999	CBC 1999
College Math	48%	60%
Computer Literacy	41%	48%
English Class	51%	18%
English Composition	52%	59%
Fine Arts	28%	31%
Foreign Languages	26%	28%
Humanities	49%	54%
Math Class	45%	46%
Physical or Health Education	40%	54%
Sciences	46%	50%
Social Sciences	54%	66%
Speech, Communications	36%	57%

The next sub-section of the survey asks students to identify the degrees they are pursuing and their vocational/transfer intent. 59% of CBC students reported pursuing an AA degree. About 36% report pursuing a diploma of some kind and 29% report seeking a certificate of some kind. 68% of CBC students report planning to transfer in the future to a four-year college or university and 27% reported currently being enrolled in a vocational program. These numbers are generally consistent with those reported by the state colleges.

The final sub-section of this part of the survey examines what types of learning and study instruction students have received outside of class. CBC tended to report slightly less participation in such learning/skills instruction. There is one exception. About 16% of CBC students report receiving some type of out of class writing instruction or training. This compares to 29% of students throughout Washington as a whole. This represents a significantly smaller number of students participating in writing skill instruction.

Quality of Effort

The largest section of the survey concerns itself with the amount of effort and activity students put forth in twelve different areas. These activities are intended to measure the degree to which a student is personally involved with his/her education. Hence they concern themselves only peripherally with actual classroom experiences.

There are twelve separate activities. Each focuses on a separate aspect of a student's possible experience at college. They are:

Course Activities—These are activities that are based around class instruction and learning. Examples are comparing sources out side of class, checking the accuracy of information and explaining course content to others.

Library Activities—These activities are traditional research and study habit activities. They include making use of a card catalog, asking a librarian for help and browsing the stacks.

Faculty Activities—These activities are focused on instructor and student interactions outside of class. Examples would be asking an instructor about writing help, making appointment to visit with instructor and discussing mutual interests with instructors.

Student Acquaintance Activities—These activities are aimed at the diversity of student discussions among themselves about college and course topics. These include discussions between students of differing age, religious and political backgrounds.

Art, Music and Theatre Activities—These activities are aimed at measuring out of class participation in campus cultural activities. The focus is on attendance and discussion of the arts on campus.

Writing Activities—These activities concentrate on student writing skills and habits. Questions asked, for example, how often a student uses an outline to organize papers, creates a rough draft for a paper or spends over five hours preparing a paper.

Science Activities—These questions attempt to measure student understanding and application of science principles outside of the classroom. Examples are whether they have tried to explain a principle to another and talked about the social and environmental consequences of science in society.

Athletic Activities—This sub-section is new to the CCSEQ. It is aimed to measure student involvement in athletic activities on campus.

Career/Occupational Skills—This sub-section is different than the other eleven. First it is supposed to be answered only by students involved in vocational programs. Second, it does concentrate heavily on in-class experience. Some examples are whether a vocational student practiced a procedure with or without instructor supervision, or whether the student has applied a learned skill to a job outside of class.

Computer Activities—These questions are intended to measure a student's use of computers for out-of-class course work. They measured how often a student uses the Internet for research and email for course discussions.

Club and Organization Activity—Aimed at measuring student social activities on campus. Questions in this sub-section are how often a student attends on campus club and if a student has had leadership roles in those clubs.

Counseling and Career Planning—The questions attempt to measure student use of counseling on campus to help make career and occupation choices. Examples include discussing a student's intent to transfer or discussing talents with counselors.

Part of the structural intent of the CCSEQ is to measure the influence of these various activities on student perceived gains while at college. (Perceived Gains makes up the next section of the survey.) As a predictor of student gains at CBC, there are four significant activities. In order of significance, they are course, counseling, science and writing activities. If one controls for vocational students, the order changes slightly; they are course, counseling, career/occupational and writing activities.

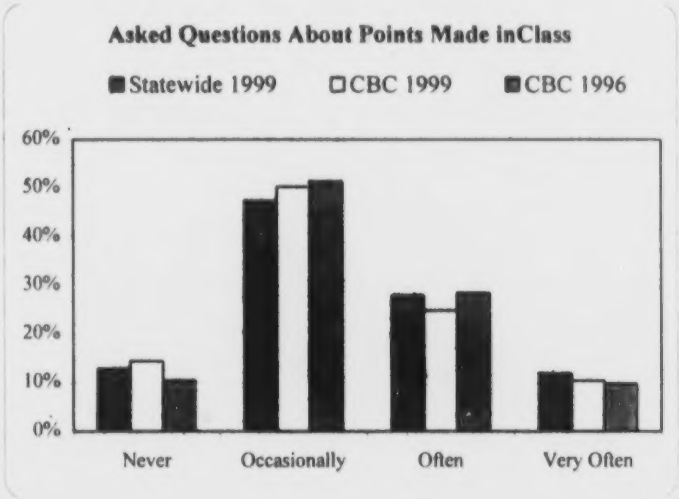
The results suggest that at CBC, even for vocational students, activities that emphasizes and makes use of course content are very important to both vocational

and academic students. Even when the various gain questions are manipulated and controlled in various ways, these core activities remain the best predictor of student gains.

Course Activity

Student responses to these questions did not vary much from the responses of students at state colleges or from three years ago.

One feature of the responses in this activity is the passive nature of students, despite the importance of course activities to their making gains at CBC. An example is the question asking how often the student asked questions about course content. About 64% of students stated that they never or only occasionally ask such questions. Similar responses were given by students on issues of class participation, group study, contrasting points of view on issues, etc. All had responses of "never" to "occasionally" 50% to 65% of the time.



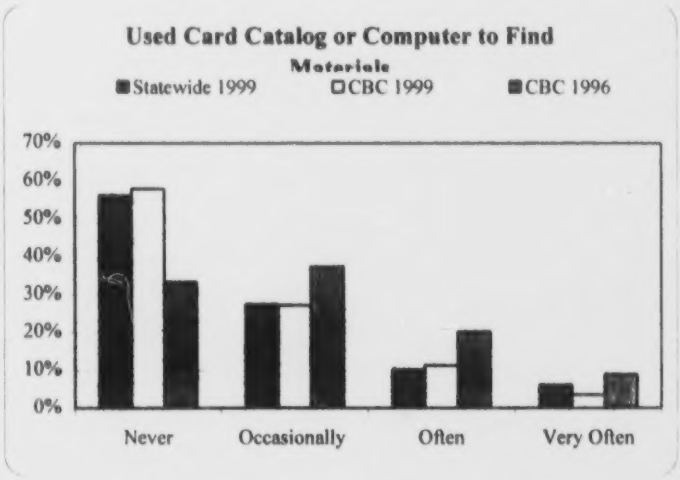
Library Activity

This subsection concentrates on traditional library activities. Due to the wider computer access to the library available at CBC, and the different focus and needs of academic and vocational students, these questions have less significance to the CBC environment than they would have had in the past. Still many of these skills are vital in research and should be taken seriously as a component of a student's learning experience at CBC.

Library activity, as measured by the CCSEQ, is very low. It runs through all questions asked in this sub-section. Compared to the rest of the state, CBC had less library activity in key areas. Students reported approximately 10% less usage of the library as a place for study than three years ago and 9% less usage than other

Washington community college students did. Roughly half of CBC students report never using the library as a place to study.

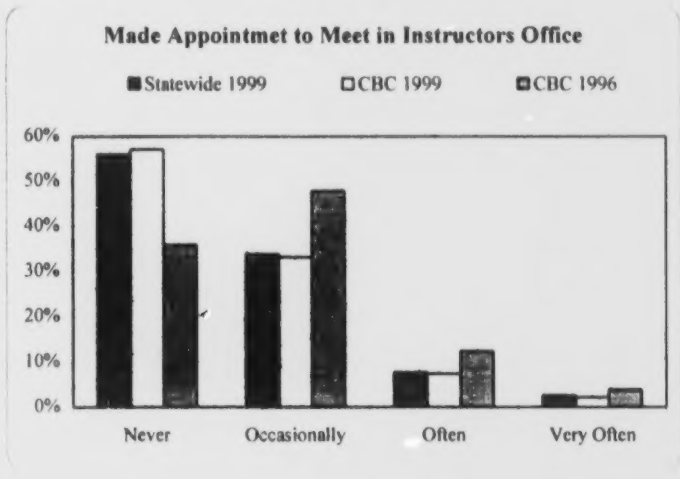
About 57% of students report "never" using a library card catalog of computer to find materials for a paper or project. This is up 25% from the 1996 reported level. Approximately 56% of students reported "never" making use of a bibliography or reference for a project or report. This represents 24% more students "never" having made use of such resources than was reported in 1996.



If vocational students are removed, there is only very slight movement upwards in usage. Also, except for a few minor exceptions, the state community colleges suffer from a similar lack in use.

Faculty Activity

Though faculty activities were not statistically significant in predicting student perceived gains, they were the third most important predictors of student satisfaction with the campus environment. In fact they were key to whether or not a student would choose to attend CBC if they had the opportunity to choose again.



In the 1999 CCSEQ faculty activity results were mixed. For example, students reporting having briefly discussed course content with an instructor at least

"occasionally" after class rose 29%, to 76% of all students. On the other hand, students who reported at least "occasionally" making an appointment with instructors to meet in their office dropped 21% from 1996 levels, to 43% of students.

There were no significant differences between Washington students and the responses of CBC students in this subsection. In fact the responses for these questions were the most consistent between all community colleges of the state in the 1999 CCSEQ. This suggests that any issues that may arise from this sub-section of the survey could be addressed system wide.

Student Acquaintance Activity

This activity shows the greatest divergence from the 1996 CCSEQ and from the state community college responses in 1999. As a general rule, discussion between various and differing groups of students has dropped significantly at CBC in the last three years and is significantly lower than the levels of discussion at other Washington community colleges. That drop is usually around 11% from 1996 levels and about 7% lower from statewide responses. Generally, about 40% of CBC students report never having any discussions with students of differing age, cultural, philosophical, political or religious backgrounds.

This drop is also correlated with a significant drop in participation in club and organizations on campus. CBC students are becoming less involved with the school and other students outside of the classroom.

Art, Music and Theatre Activity

The results of this sub-section of the survey are very similar to results obtained from three years ago and the state as a whole in 1996. Like the library activity, students at CBC seem to be making little use of art opportunities on campus. For student's participation in this activity, students report "never" participating in art exhibits and programs between 75% to 90% of the time. The sole exception to this is students talking about music with other students.

The low participation by students in clubs and organizations and interactions with fellow students strengthens the notion that CBC students are not taking full advantage of out of class programs. The only difference between these activities

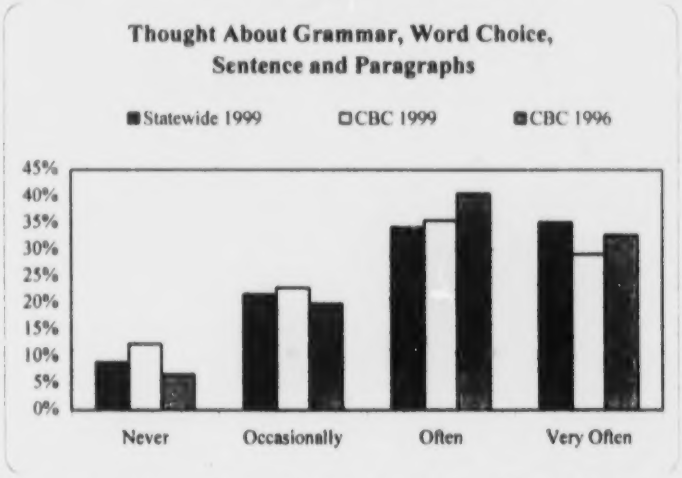
and the arts activities is that, except for minor variations, levels of participation remains basically constant to 1996 responses.

One can slightly mitigate these numbers by controlling for vocational students, who have even lower participation rates in arts activities. However, the differences between academic and vocational students are not so different to greatly effect the overall low levels in these activities.

Writing Activity

One consistent theme in the 1999 CCSEQ at CBC is that students place a strong feeling of importance on writing. As noted earlier, writing activities were the fourth most significant indicator of perceived student gains. To reinforce the importance of writing activities, CBC students gave the highest participation and effort responses in this activity.

A good example of the participation levels of students can be found in the question of how often students thought about grammar, sentence structure, paragraph structure and word choice in writing. Approximately 88% of all CBC students report having at least "occasionally" having done so. There is a concern, nonetheless, in these positive numbers. These responses are down 5% from 1996 levels and are slightly lower than responses collected from other state community colleges. This slight downward trend in writing activities can be seen in almost all the responses to this sub-section. There is no indication as to why there is a drop and should be watched to see if it continues in the future.



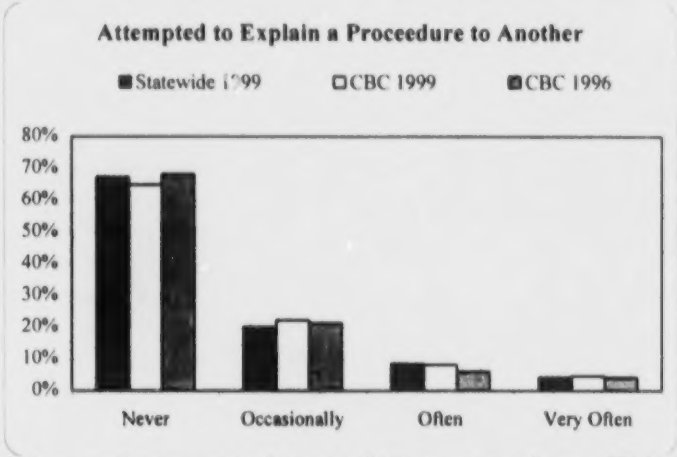
Another example from this sub-section is the question that asks how often students have spent writing a paper for five hours or more. Slightly fewer than 66% of students report having done this at least "occasionally." This is down 12% from 1996 levels and is 5% lower than reported by Washington community colleges.

Students were also asked how often they have sought out help from an instructor on writing a paper. About 60% of students reported having done this at least "occasionally." This is 8% lower than what was reported in 1996.

Science Activity

For the most part CBC students reported, in 1999, participating in science activities about as often as Washington community college students did. Students at CBC and other community colleges in Washington have relatively low participation in science activities, with students reporting around 65% of the time that they have "never" done an activity. However there was a slight rise in participation in such activities from the 1996 CCSEQ.

The exception to this is the question on how often students had to memorize formulas, definitions and technical terms. Close to 63% of students reported having done this activity at least "occasionally" which was up 7% from 1996 levels. Statewide, students reported memorizing at least "occasionally" 61% of the time.



A good example of the rest of the responses given in this activity in 1999 can be found in the question of how often a student had attempted to explain a scientific principle to another. Over 65% of students responded that they had "never" attempted to explain a procedure. This is down slightly from 1996 levels and about the same as the state as a whole.

The results from another question yielded comparable results. Students were asked how often they completed a procedure or project using scientific methods. About 62% of students reported "never" using scientific methods to complete a procedure or project. This was an improvement of 6% over 1996 levels and slightly better than what was reported by other community college students.

Athletic Activity

Student participation and effort in these out-of-class activities, such as activities in clubs, organizations, arts events and student interactions, were very low. This is likely caused by the previously mentioned fact that students are participating in a very small number of on campus, non-class related activities.

Approximately 30% of students reported at least "occasionally" following a regular exercise program on campus. This was an improvement of 5% in this area from 1996 levels and may represent the effect of the expanded Fitness Center in that period of time.

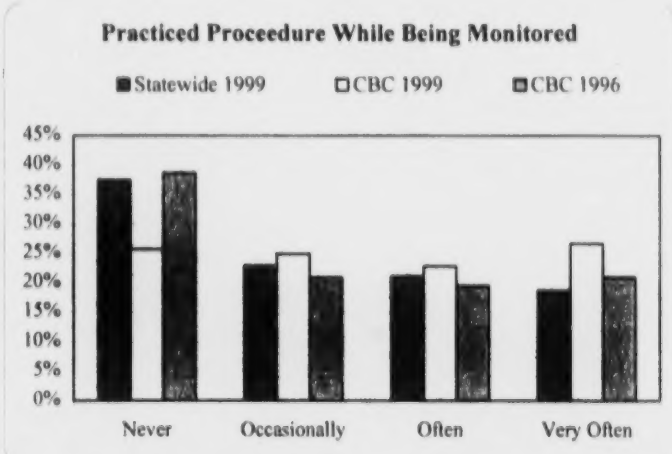
Other responses in this activity were:

- 18% report having sought athletic instruction on campus.
- 16% have attended an athletic event on campus.
- 8% report having participated in sports of any kind on campus.

Career/Vocational Activity

These activity questions were asked only of vocational students. As previously stated these questions focus on in-class activities. They also focus on processing information and applying solutions.

As a general rule, CBC vocational students report making greater efforts in their activities than they had in 1996. They also report being more involved than other Washington vocational students.



A good example of the responses of vocational students here at CBC is on the question of how often a student practiced a procedure while being monitored. About 74% of vocational students reported being monitored at least "occasionally" while practicing a procedure.

This was an improvement of 13% from what was reported in 1996 and 11% higher than was reported by Washington vocational students. This improvement, over 1996 and the state, is typical of the responses given by CBC students in 1999.

Another example of this can be found in the question on how often students diagnosed a problem and then carried out the appropriate procedure. Just over 68% of vocational students reported that they had at least "occasionally" done this. This is a 10% improvement from 1996 responses and also 10% better than the responses from statewide vocational students.

Students were asked if they had participated in an internship, cooperative, practicum or other out-of-class training with a local business or organization. This is a point that is of increased interest to various parts of the CBC community. Approximately 22% of CBC vocational students indicated they had participated in such programs. This is slightly better than the state as a whole, which reported 19% of its students participating in such programs. This question was not asked in the 1996 CCSEQ, so there is no previous information by which to compare these responses over time.

Computer Technology Activity

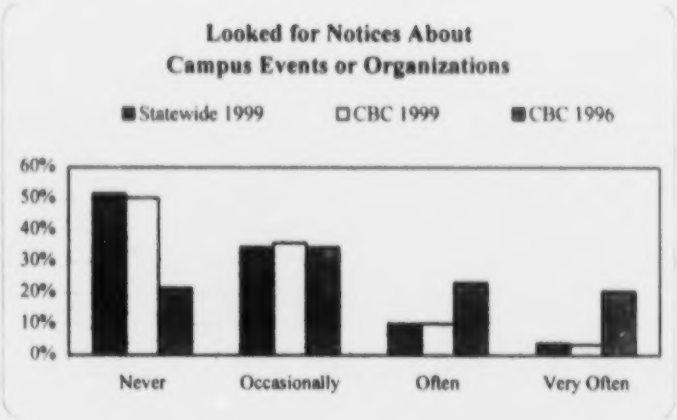
The 1999 CCSEQ was the first year that these questions were asked. This reflects the increasing role that computers and computer networks play in student educational experiences. Unfortunately, there is no historical data with which to make caparisons for this activity.

About 37% of CBC students are using E-mail to communicate with instructors or other students. This compares to 42% of community college students located in Washington. A better report is that about 72% of students report at least "occasionally" using the world wide web or internet to find information for a paper or project. Slightly fewer than 47% of CBC students report using a computer to analyze data.

On another tact, 42% of CBC students reported using computers in a group learning situation. This is identical to reports of students throughout the state. Also, 42% of students reported using a computer tutorial to learn materials for a course.

Club and Organization Activities

As mentioned before, Club and Organization participation can be grouped with other factors in showing that CBC students are not participating in out-of-class activities in large numbers. While this is generally reflective of what is happening in the state as a whole, it becomes evident in this activity that CBC has suffered recent serious losses in out of class participation.



A very good example is the question that asks how often a student looks for notices about campus events and organizations. In the 1999 CCSEQ, half of all students surveyed reported "never" looking for such notices. This compares to 22% of students in the 1996 CCSEQ. This question represents the very minimum amount of effort a student could make towards participating in out-of-class activities and half are simply not making any effort to participate at even this low level.

From this point, club or organization participation drops even further. When asked if they had asked about a student club or organization, 32% of 1999 students stated that they had at least "occasionally" done so. This compares to 51% of students in 1996 reporting that they had asked. Fewer than 15% of students report having attended a meeting of a club or organization, down from 24% of students in 1996. Just fewer than 9% report having taken a leadership role in a club or organization on campus. Participation in events sponsored by clubs or organizations is usually reported at levels from 10% to 20%.

Counseling and Career Planing Activity

In 1999 the CCSEQ changed the format for the questions in this activity. In the past questions for this activity had been asked in a yes/no format. In order to standardize questions, the format was changed to that of the rest of the activities. This means that there is no historical data for these questions. Also there is no

statistical difference between the responses of CBC students and those of Washington community college students.

Slightly fewer than 77% of CBC students have discussed with a counselor/advisor what courses to take, course requirements or educational plans. 63% of students report they have discussed their vocational abilities, interests, and ambitions with a counselor/advisor. 27% of students report discussing their plans in transferring with a counselor/advisor.

About 62% of students report having read about a particular four-year college or university. 74% of students have read materials about career opportunities.

Perceived Gains

The heart of the CCSEQ is the section of student reported gains. In these 25 questions, students relate what gains students feel they have made while at CBC. These questions can be combined in various scales to measure what activities and classes influence these gains. The format for these questions is that the student is asked if they "have made gains or progress in" these areas. They may respond "very little," "some," "quite a bit" and "very much." There is no particular order in which these questions are asked.

In the first question students were asked is if they had acquired skills for a specific job or type of work. About 84% of students at CBC reported making at least some gains in this area. This compares to 78% of statewide students and 78% of 1996 CBC students. Age plays a significant role in student gains in this area. Students under 20 are 11% less likely to report making at least some gains. At the same time student over 27 are 7% more likely to report making at least some gains. Also, time spent on campus out of class seems to make a difference to students in gaining skills for a job. Students who reported spending at least six hours a week in non-class time on campus are essentially 8% more likely to report making at least some gains.

Slightly more than 71% of CBC students report making gains in obtaining information on career opportunities while at CBC. This is up 6% from 1996 levels. Once again younger students are less likely to feel they have made gains in this area, approximately 8% less likely.

About 79% of CBC students report making at least some gains in developing clearer career goals while attending CBC. This is identical to statewide responses and responses from 1996.

At CBC, students reported making at least some gains in learning about other fields of knowledge around the 82% level. This is basically the same as Washington community colleges and in 1996 at CBC.

Over 43% of CBC students reported making at least some gains in understanding and enjoying the arts while here at CBC. This is down 6% from what was reported in 1996. Most of this drop came from students who reported themselves as students preparing to transfer. Students over 27 years of age reported making fewer gains in this area. Students who reported their ethnicity being other than White and Hispanic were 7% less likely to report making gains in this area.

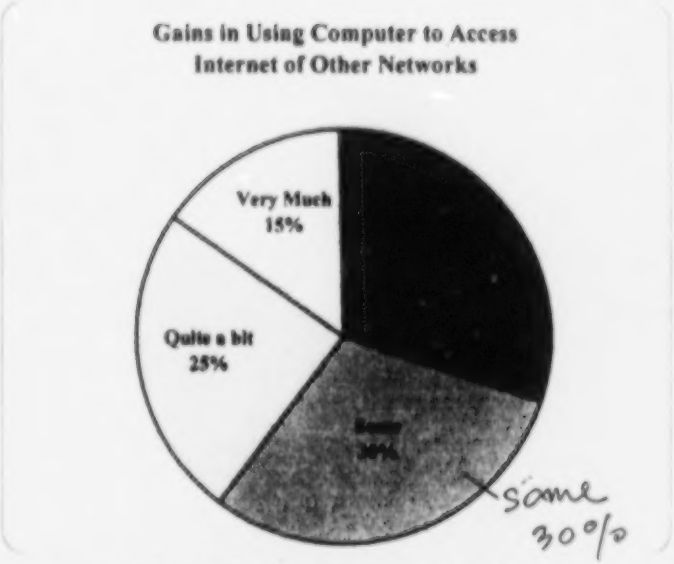
Just fewer than 53% of CBC students report making at least some games in understanding and enjoyment of literature. This is 5% lower than was reported in 1996 and 6% less than was reported by other Washington community colleges. Students older than 27 are the most likely to report making fewer gains in literature.

Around 80% of CBC students report having made at least some gains in writing clearly and effectively at CBC. This is down 6% from 1996 levels and about the same as statewide. There is a breakthrough level in gains for students at around taking 30 credit hours, where students who have more credits have a 9% better chance of making gains in writing. There is also a breakthrough level related to study time, where students who spend at least 10 hours per week are just under 9% more likely to make writing gains.

About 73% of students report making at least some gains in presenting ideas and information in speaking. This represents no change from 1996 and no difference from statewide responses.

Close to 70% of students report making gains in skills to access the Internet and other types of networks. As this question was not asked in 1996, there is no historical data for this question. CBC differs little from state responses on this issue. Once again, there seems to be a breakthrough level for the numbers of credits taken by students. Those having 30 or more credits report making about 10% more gains in network skill than students with fewer credits. Also the 10-

hour study level is the break point in making such gains, with students studying more making at least some gains 10% more frequently.



On a similar note, 68% of students at CBC reported making at least some gains in using computers to create papers, reports, graphs, charts, etc. This is down by 5% from1996 and comparable to the statewide responses. A possible explanation for the drop is the sheer growth of computers outside of CBC. Students are almost certainly more likely to get exposure to computers long before coming to CBC. Please note this question is not a measure of usage, it is a measure of gaining ability.

Approximately 65% of CBC students report making at least some gains in becoming aware of different philosophies, cultures and ways of life. This is a measurable drop from 1996 and 5% less than was reported statewide. There is, once again, a break level for students having taken more than 30 credit hours. They are 7% more likely to report making gains at a higher level than those with fewer credit hours are.

Slightly more than 72% of CBC students report making gains in becoming clearer about their own values and ethical standards. This is no change from 1996 and is not significantly different from what was reported statewide. Students between the ages of 20 and 39 years of age reported making the most gains in this area. Males are 6% less likely to make such gains and full time students are just as likely to report making this type of gain at CBC. Once again, the number of credit hours taken, amount of time studying and time spent on campus all contribute to a student making at least some gains in clarifying their personal values and ethics.

About 84% of CBC students report at least some gains in understanding themselves while attending college. This is approximately the same rate reported in 1996 and statewide.

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More than 65% of CBC students reported at least some gains in understanding mathematical concepts. This represents no change form 1996, but is 5% higher than statewide responses. Asian and American Indian students seem to make exceptional gains here at CBC, reporting at least some gains 96% and 88% of the time respectively. Part-time students report some gains only about 52% of the time. The 30 credit hour level also was a factor, with those with more credits about 10% more likely to report at least some gains.

About 60% of students report making some level of gains in understanding the role of science/technology in society. This is about the same reported statewide and at CBC three years ago.

Exactly 78% of respondents reported making at least some gains in putting ideas together to see relationships, differences and similarities. This is very similar to both the statewide data and responses from three years ago. Students under 20 years of age reported making such gains 10% less often than older students. Hispanic students were 5% less likely to be able to make at least some gains in this area as were part-time students. Those with at least 30 credit hours reported making at least some gains more often than students with fewer credit hours taken. Also students studying more than 10 hours make significantly more gains than those who do not.

Slightly more than 85% of students report at least some gains in being able to learn on their own. This is comparable to three years ago and statewide. Younger students, those under 20, seem to have difficulties making as high of gains as older students. Also, African American students are 8% less likely to report making gains in this area. At 30 credit hours and above, students are 7% more likely to make at least some gains. Students who study at least 10 hours a week are 6% more likely to make at least some gains in learning on their own.

Fewer than 35% of CBC students report making any gains in understanding a different language. This is little change from 1996 and about the same as was reported statewide.

About 61% of CBC students report making at least some gains in understanding information presented by TV, newspapers, text books, etc. in chart or tables. This is comparative to three years ago and statewide.

When it comes to developing an interest in political or economic events, 48% of CBC students report making at least some gains. This is a drop of 5% from 1996. Women were 6% less likely to report making gains in this area; Asian and American Indian students were more likely to report gains in this area. Students with 30 or more total credits were 9% more likely to report making gains.

Approximately 61% of CBC students report making gains in seeing the importance of history in understanding the present.

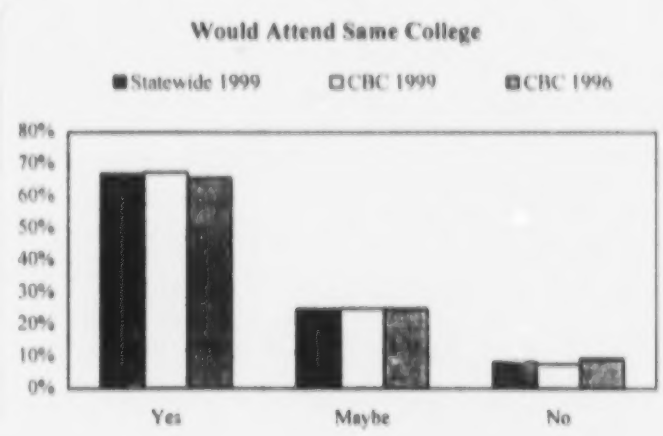
Slightly less than half of students report making at least some gains in learning about other parts of the world and their peoples. This is 5% lower than was reported statewide. Students between 20 and 27 years of age reported more gains than younger or older students. Women were 6% less likely to report making gains and African American students were 13% less likely to report making gains.

Almost two-thirds of CBC students report making at least some gains in understanding and getting along with others. This is comparable with 1996 and statewide results.

More than 61% of students report making gains in their personal health habits and physical fitness at college. This is slightly better than statewide responses.

Environmental/Satisfaction Section

This section of the CCSEQ focuses on the student's perception of tinier campus environment. A number of studies and those who have designed the CCSEQ have sometimes used this section as a means of measuring the student's satisfaction with his/her college experience. One should use caution in doing this, as the questions in this section do not directly ask



for measures of satisfaction. Instead they ask if he/she finds the college, students, instructors, etc. are conducive to a learning environment.

The first question asked in this section is if the student could start over again would they go to the same college. Two-thirds answered that they would attend CBC again if they could start over. About a quarter said they might attend CBC and just over 8% said they would not attend CBC. This roughly the same response received from 1996 and much the same as statewide responses. A further breakdown shows that students over 27 years old are about 11% more likely to say they would attend CBC. African Americans are less happy with CBC. Only 44% of these students say they would attend CBC again if they were to start over. All other demographic groups in the CCSEQ are not significantly different form CBC students as a whole.

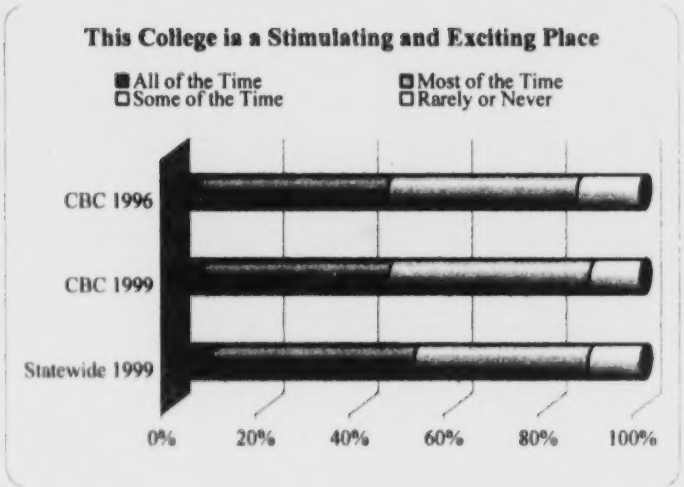
Respondents are asked if their fellow students are friendly and supportive. Approximately 73% of students said all or most of their fellows were friendly. This is roughly the response received from 1996 data and statewide responses. Students over 27 years of age were less likely to find their fellow students friendly.

Respondents were asked if instructors are supportive, helpful and approachable. About 80% of students at CBC thought all or most of their instructors fit this description. This is up 9% from 1996 student responses. Once again students over 27 years of age were more likely to respond positively to this than younger students were.

Students were asked if college counselors, advisors and department secretaries were helpful, considerate and knowledgeable. 57% of CBC students stated that they found this to be the case all or most of the time. This is 6% less than what was reported by the rest of the state. Once again students over 27 are less likely to find this to be the case. Also African Americans are less likely to find this segment of CBC a positive experience. Students who work more than 20 hours a week are less likely to find individuals who meet these criteria.

Students responded next to the question "How many of your courses are challenging, stimulating and worthwhile?" About 72% of students thought their classes fit this description. This falls just about in line with statewide responses and with results from three years ago. Again, students over 27 were less likely to find that this was the case. Also, students who study more than 10 hours a week are about 12% more likely to find their classes met these criteria.

Respondents were then asked if they found CBC a stimulating and exciting place to be. Slightly more than 47% of CBC students responded that they found CBC to fit this description. This was 5% less than Washington community colleges as a whole felt towards their college. Again students over 27 years of age found CBC to be less stimulating and exciting than younger students. Also students working more than 20 hours a week found CBC less stimulating and exciting. Furthermore students who studied more than 10 hours a week were more likely to find CBC an exciting and stimulating environment.



The last two questions in this section ask if there are sufficient places to study on campus, and if there is sufficient access to computers on campus. Around 35% of students responded that there are sufficient places to study on campus. About 53% of students said there was sufficient access to computers on campus, which was 5% higher than statewide respondents.

Additional Questions

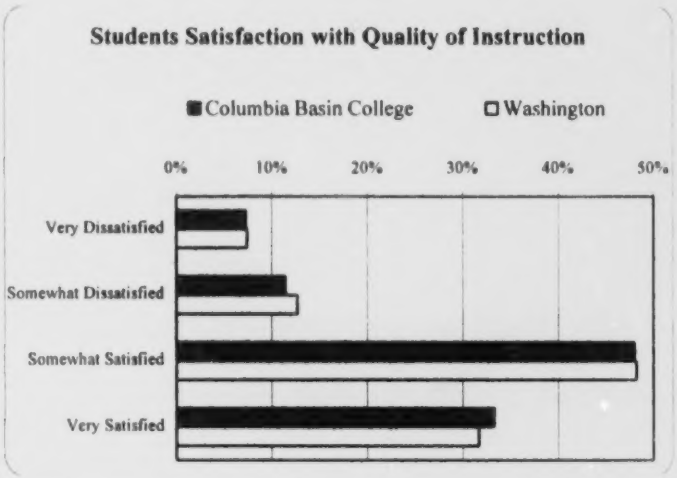
The additional questions in the CCSEQ can be broken down into five basic groups.

- 6 questions created by SBCTC asked of all Washington Students.
- 2 questions created by CBC asking if students encountered college created barriers in attending the college.
- 5 questions created by CBC asking about the quality of service students are receiving.
- 3 questions created by CBC asking about the Tutoring Center.

- 4 miscellaneous created by CBC questions asked about student concerns.

All of the additional questions can be found at the end of this report, with basic frequencies of student responses to those questions.

Statewide Additional Questions



Responses of CBC students were very similar to those of Washington community college students as a whole. A clear example of this is the response to the question, "How satisfied are you with the quality of instruction at your college." Student responses at CBC closely mirror those of other Washington students. Students for the most part are satisfied with the quality of instruction, with 81.3% of CBC students reporting being "somewhat" or "very satisfied." This compares to 79.9% of Washington community college students being "somewhat" or "very satisfied."

Some interesting breakdowns exist for CBC students with this question. There is a definite link to the amount of time a student works and satisfaction with the quality of instruction. For every ten hours a student works the chance that he/she will report being "somewhat" or "very satisfied" drops approximately 3%. Also, part time students are statistically less likely to report being satisfied with instruction. As time on the job and the number of credit hours students take are very closely correlated, we can infer the higher order interaction of student satisfaction, time on the job and credit hours taken is likely to be significant.

Another question asked of all Washington students was "In classes you've taken at this college, to what extent have you been involved in active learning?" This question was intended to measure the level of collaborative learning in the state and CBC. Over 45% of Columbia Basin College students reported having "often" or "very often" participated in such collaborative activities. This compares to 53%

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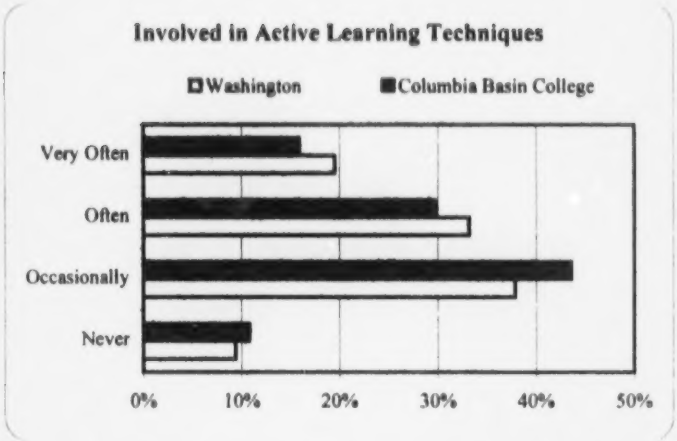
of Washington community college students reporting on the same criteria. This suggests that CBC is lagging somewhat behind the state in involving students in active learning experiences. It might be suggested that this could be explained by state demographics that differ from CBC demographics. However, every demographic breakdown shows CBC students reporting lower participation in active learning than can be adjusted for in the state's results.



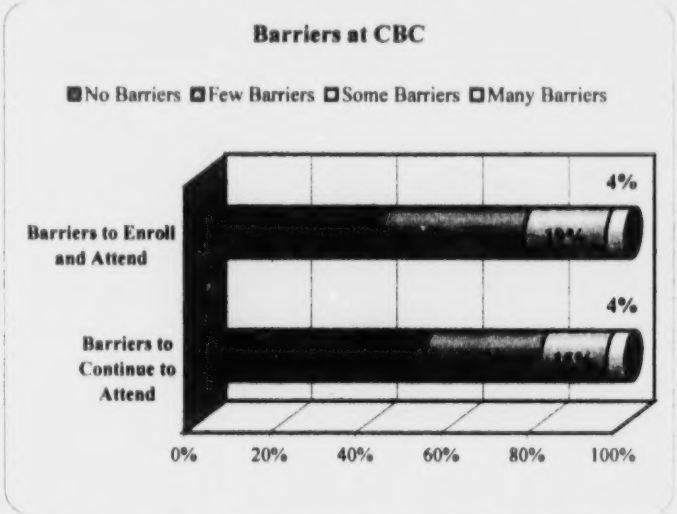
In the active learning area, CBC students 22 years of age and younger report being less involved with active learning. Males are less involved than females and part-time students are less involved than full-time students are.

For information on the other additional questions asked of CBC and Washington community college students, please refer to the first six additional question frequencies at the end of the report. It should be noted that there has been difficulty with the reliability of the first additional question, on how comfortable an environment the campus is, due to the difference in how the question was administered in 1999 and in 1996.

College Caused Barriers to Attendance at CBC

Two of the additional questions asked of CBC students were aimed attaining an idea of the degree to which students are encountering barriers in attending CBC. The questions asked were: "Have you encountered barriers caused by the college that made it difficult to ***enroll and attend*** CBC?" and "Since enrolling, have you encountered barriers caused by the college that made it difficult to ***continue*** your education at CBC?" At least some level of college-caused barriers to enrolling and attending CBC was reported by 57% of the students. Fewer students, at a level of 47%, report encountering at least a few college-caused barriers in continuing their education.

A further breakdown of those encountering barriers to enrolling and attending shows students between 20 and 39 years of age report encountering significantly more barriers than students younger and older than they are. Age appeared to be the only significant demographic factor involved with this type of barrier.



Age also played a role in determining if students encountered barriers in continuing their education at CBC. Students of 20 to 39 years of age reported higher levels of barriers than found among other students who are younger or older. Not surprising, students who have been at CBC longer report encountering more barriers to continuing their education. For every 15 credit hours reported taken by CBC students, there is an approximate 4% rise in students reporting encountering at least a few college created barriers.

A next step would be to identify specific college-created barriers to attending CBC, with students in their twenties and thirties or those having attained 45 or more credit hours.

Quality of Service at CBC

Five questions were asked of CBC students concerning their experience with the quality of service offered by a number of CBC offices and services. The questions' responses were constructed so two different pieces of information could be obtained from each question. These were whether or not students report having made use of the office or service and, if they have used the office or service, what quality of service rating would they give that office or service.

One of the questions centered on the Admissions Office. Not surprisingly a large number of students, 93%, reported having used the Admissions Office. Of those reported having used the Admissions Office, 31% reported having received

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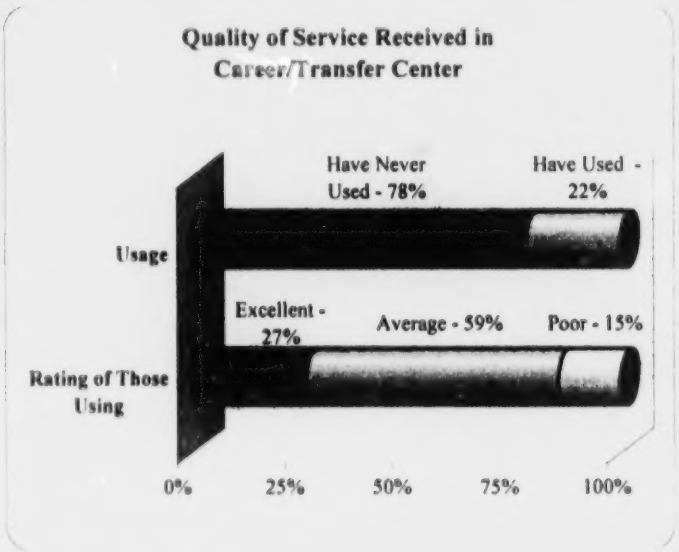
"excellent service," 58% report having received "average service" and 11% reported having received "poor service."

Further breakdown of the quality of service provided by the office showed that those older than 27 were 6% more likely to rate the service they received as "excellent." Students of color were 5% more likely to rate the service as "excellent" and there was no significant difference on the basis of gender. Part time students were 7% more likely to rate the service as "excellent."



On the other side of the ////////////spectrum, only 22% of students reported making use of the Career/Transfer Center. This was the lowest amount of usage in all the quality of service questions in the additional section of the survey. Female students make use of the Career/Transfer Center significantly less than male students, with a reported usage rate of less than 16%. Students of color and full-time students are slightly more likely to use the Career/Transfer Center, each using the center 2% more often than other students. Evening students, perhaps due to Career/Transfer Center open hours, are making 4% less use of the center. Even with these small demographic deviations, a large majority of CBC students are not making any use of the Career/Transfer Center.

The Career/Transfer Center, when rated by students who had used the center, did statistically about as well in quality of service as did any of the other areas surveyed. Age of the students had a significant, but mixed, effect on how well the center rated in terms of service. Students 18 to 19 years old rated the quality of service of the center "excellent" 46% of the time. Those 20 to 22 years of age gave the center an "excellent" rating 14% of the time, those 23 to 27 years of age 24% of the time and those 28 and older rated the service "excellent" 14% of the time. The explanation for this uneven response could not be found in the data and further research might point to a cause of the variation.

Another possible area of concern is the rating of services by students based on the number of credit hours they have taken at CBC. Those having taken less than 15 credit hours rate the quality of service of the Career/Transfer as "excellent" 46% of the time. This number consistently drops for each credit hour category until it reaches a low of 16% of students with credit hours of 45 or more rating the service as excellent. Again, there is nothing in the data to suggest why this drop exists. It could be a point for further study.

Tutoring Center Questions

Three questions were asked about Tutoring Center issues. The first asked about how students became aware of the center. The other two questions asked about where and when expanded hours for the center should be made available.

Of the students surveyed, 80% of the students reported having heard of the Tutoring Center. Of students 40 and over, 75% of the students had heard of the Tutoring Center. The same percentage of males and students over 27 has heard of the Tutoring Center. On a brighter note, students of color had 86% of their number reporting having heard of the Tutoring Center. The longer students are at CBC, the more likely they are to have heard of the Tutoring Center. The change is seen with 68% of new students having reported hearing of the Tutoring Center, which steadily increases to 89% of students with 45 or more credit hours having heard of the Tutoring Center.

On the issue of where to hold expanded hours for the Tutoring Center, 48% of students asked that the hours be expanded at both the Pasco and Richland campuses. Of those favoring a single campus 28% favored Pasco campus, 12% favored the Richland campus. 13% favored neither of the Pasco or Richland campuses.

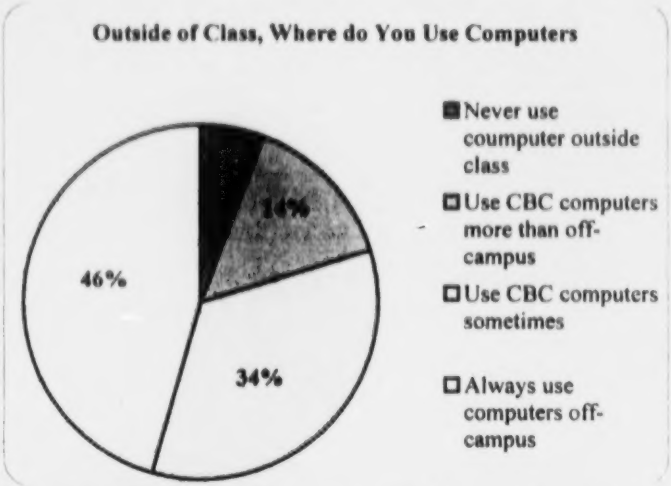
As for when the Tutoring Center should expand their hours, 40% favored evening hours, 28% favored afternoon hours, 19% favored weekend hours and 13% favored morning hours.

Miscellaneous Questions

A question was asked in the additional section of the CCSEQ about the effectiveness of placement by ASSET scores. Over 66% of the students reported

that the tests placed them in the correct math and English classes. About 24% reported being placed in the correct English course only and 10% reported being placed in the correct math course only.

Students were asked where they access computers outside of class. The chart to the right summarizes the basic results to this question. Male students were 4% more likely to report not using computers outside of class. Students whose native language is something other than English had twice the rate of not using computers outside of class. The students of this demographic, who did use computers outside of class, were much more (15%) likely to use computers at CBC than those with English as a first language. Students of color were significantly more likely to use computers outside of class on campus. Not having English as your first language and being a student of color reinforces the usage of a computer on campus by 19%. This suggests that access to computers by our minority students is a very important part of their on-campus experience.


Outside of Class, Where do You Use Computers
46%
34%
Never use coumputer outside class
Use CBC computers more than off-campus
Use CBC computers sometimes
Always use computers off-campus

Conclusion

There may be some responses in individual questions that may cause concern. Individuals reviewing these results need to consider if the responses presented here are useful for CBC. The CCSEQ can be an indicator for review and change.

There are a number of broad themes that are buried in the 1999 CCSEQ. These themes suggest possible areas for further study and discussion. Many of these issues are held in common across the Washington community college system. All should be carefully looked at and a decision made as to what actions should be taken.

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The first distinct theme from the CCSEQ is that students are spending minimal amounts of time studying for courses, not only at CBC, but system wide in Washington. Students are doing this despite clear indications that there is a threshold of study necessary to produce desirable gains. This threshold seems to be somewhere around 10 hours of study per week. This level holds true no matter whether a student is part time/full time or day/evening. There is some indication that part of the barriers to study and making these gains is closely tied to students working more than 20 hour a week. However, students do not perceive work being a major impediment to schoolwork.

Next, it is clear from the 1999 CCSEQ that students are not involving themselves in activities on campus that are not related to class work. Even vital course work activities, such as library research, counseling/advising activities and faculty interaction, are receiving little of the average student's time or effort. It goes further to programs that are intended to broaden and support student learning. Studies have shown that these programs play an important role in student success. These programs and activities somehow need to be encouraged if they are correlated to student success.

Students view their course work, counseling and writing activities as being key to their success at CBC. Also they view hands-on practice with what they are learning as important to making gains at CBC; this is especially true for vocational students. As a general rule, these areas are where CBC students are placing their effort and time. The counseling activities are an exception, and do not receive the attention from students one would expect for its overall importance. It is interesting to note, though writing is generally viewed as something to be dreaded, CBC students are stepping up to writing and putting in the effort to succeed in this area.

Students are generally satisfied with the level of instruction they are receiving at CBC. All the questions aimed at course and instructor performance suggest that students view this part of their CBC experience favorably. There are, nevertheless, small pockets of students who are less satisfied than the student population in general. Two groups that easily come to mind are students over the age of 27 years of age and African American students. Both groups had a more negative response to the college environment and some additional questions that were aimed at this part of student experiences.

CBC students view on-campus computer availability and use as adequate. This is especially true for students of color, whose access to computers on campus may be the only access they have at present. Though students are reporting making fewer gains on campus in computer understanding and use, this may be due to broader knowledge and access students are receiving before coming to CBC.

There seems to be a threshold level where students begin to be able to identify having made significant gains at CBC. Specifically these gains seem to be related to those associated with cognitive or critical thinking. This threshold level seems to appear when students have obtained 30 credit hours of course work. This holds true, though to a slightly lesser degree, for both part-time and vocational students. In this light, retention becomes a significant, even critical, issue at the college. CBC needs to help students to achieve this minimum level of college experience. The data strongly suggests that unless this is achieved student perception of their gains are dramatically hindered.

Finally, the CCSEQ clearly shows CBC to be a commuter college. This is not a startling observation. Even so, this theme shades all of the results of the CCSEQ. The amount of effort and time students' place in out-of-class experiences, the amount of time spent at work and student demographics all point to CBC as a commuter college. This presents CBC with important challenges. However, it allows us also to seek advice and help from other similar institutions. With the close nature of most responses at CBC to statewide responses, many of these challenges can and should be addressed at a statewide level.

The CCSEQ offers CBC insight into its student environment. The next step will be for those interested in student success to build strategies around their areas of interest and expertise.

Appendix A--1999 CCSEQ Questionnaire

COMMUNITY COLLEGE STUDENT EXPERIENCES QUESTIONNAIRE

The main purpose of asking you to complete this questionnaire is to learn more about how community college students spend their time. The information obtained from you and from other community college students from all over the country will help administrators and faculty members provide programs which will benefit student learning and development within the college experience.

At first glance, you may think it will take a long time to fill out this questionnaire, but you can actually complete it in 20 to 30 minutes. You will find when you have finished it, that your answers provide a kind of self-portrait of what you have been giving and getting in your college experience.

The ultimate benefit from this or any other survey depends on the thoughtful responses and willing participation of those who are asked to help. Your willingness to participate is important and very much appreciated.

We do not ask you to write your name on the questionnaire. On the last page there is space for a student identification number if it is requested by your college.

The responses will be read by an electronic scanning device. Please use a #2 soft black lead pencil and mark your answers clearly in the spaces provided. Erase cleanly any response you wish to change.

This questionnaire is available through:

CCSEQ
Dr. Patricia Murrell
Center for the Study of Higher Education
The University of Memphis
Memphis, TN 38152
Phone: (901) 678-2775
Fax: (901) 678-4291
email: ccseqlib@cc.memphis.edu

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and Penny W. Lehman

(revised March, 1999)

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DIRECTIONS: Indicate your responses by filling in the appropriate space under each question.

BACKGROUND, WORK, FAMILY

Age

- 18-19 or younger
- 20-22
- 23-27
- 28-39
- 40-55
- Over 55

Sex

- Male
- Female

What is your racial or ethnic identification?

- American Indian
- Asian or Pacific Islander
- Black, African-American
- Hispanic, Latino
- White
- Other: What? _____

Is English your native language?

- Yes
- No

During the time college is in session, about how many hours a week do you usually spend working on a job for pay?

- none, I don't have a job
- 1-10 hours
- 11-20 hours
- 21-30 hours
- 31-40 hours
- more than 40 hours

If you have a job, how does it affect your college work?

- I don't have a job
- my job does not interfere with my school work
- my job takes some time from my school work
- my job takes a lot of time from my school work

If you have family responsibilities, how does this affect your college work?

- I don't have family responsibilities
- those responsibilities do not interfere with my school work
- those responsibilities take some time from my school work
- those responsibilities take a lot of time from my school work

Are you in a work-study program?

- Yes
- No

DO NOT MARK IN THIS AREA

COLLEGE PROGRAM

How many credits are you taking THIS term?

- Less than 6
- 6 to 8
- 9 to 11
- 12 to 15
- More than 15

Including the credits you are now taking, what is the total number of course credits you have taken at this college?

- 1-15 credits
- 16-30 credits
- 31-45 credits
- 46 or more credits

When do the classes you are now taking meet?

- day only
- evening only
- some day and some evening

Up to now, what have most of your grades been at this college?

- A
- A-, B+
- B
- B-, C+
- C, C-
- lower than C-
- No grades, this is my first term.

About how many hours a week do you usually spend studying or preparing for your classes?

- 1 to 5 hours
- 6 to 10 hours
- 11 to 15 hours
- 16 to 20 hours
- more than 20 hours

About how many hours a week do you usually spend on the college campus, not counting time attending class?

- none
- 1 to 3 hours
- 4 to 6 hours
- 7 to 9 hours
- 10 to 12 hours
- more than 12 hours

What is the most important reason you are attending THIS COLLEGE at this time? (Mark ONLY ONE answer.)

- To prepare for transfer to a four-year college or univers
- To gain skills necessary to enter a new job or occupatic
- To gain skills necessary to retrain, remain current, or advance in a current job or occupation.
- To satisfy a personal interest (cultural, social).
- To improve my English, reading, or math skills.

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COLLEGE COURSES

DIRECTIONS: Indicate whether you have taken or are now taking) any courses in the following areas:

	None	One	More than 1
College Math (not remedial math)	○	○	○
Computer Literacy	○	○	○
English Class or classes (to prepare you to take a college level English composition course.)	○	○	○
English Composition (not remedial English)	○	○	○
Fine Arts (such as music, theater, dance)	○	○	○
Foreign Languages	○	○	○
Humanities (such as history, literature, philosohpy, etc.)	○	○	○
Math class or classes (to prepare you to take a college level math course.)	○	○	○
Physical or Health Education	○	○	○
Sciences (such as astronomy, biology, physics, chemistry, geology, etc.)	○	○	○
Social Sciences (such as psychology, political science, sociology, economics, ethnic studies, etc.)	○	○	○
Speech, Communications	○	○	○

DIRECTIONS: Answer each of the following questions.

	Yes	No
Are you working for an AA degree?	○	○
Are you working for an AS degree?	○	○
Are you working for a diploma?	○	○
Are you working for a certificate?	○	○
Do you plan to transfer to a four year college or university?	○	○
Are you currently enrolled in an occupational/vocational program?	○	○

If you are enrolled in a vocational program, which of the following categories best describes your occupational/technical program? (MARK ONE):

- ○ I am not enrolled in an occupational/technical program.
- ○ Agriculture (such as agricultural business, management, mechanics, or production; animal science; horticulture; landscaping; conservation; etc.)
- ○ Business (such as accounting; bookkeeping; data processing; office supervision; personnel and training; secretarial programs; etc.)
- ○ Management and Distribution (such as real estate; fashion merchandising; small business management; financial services marketing; food marketing; marketing management; institutional management; etc.)
- ○ Health (such as dental services; diagnostic and treatment services; medical laboratory technologies; mental health and human services; nursing services; rehabilitation services; etc.)
- ○ Home Economics (such as interior design; clothing and textiles; food and nutrition; food production; child care; etc.)
- ○ Technical and Communications (such as computer programming; educational media technology; radio and television technology; architectural technology; civil technology; electrical and electronic technology; environmental control technology; industrial technology; engineering technology and robotics; etc.)
- ○ Trade and Industrial (such as cosmetology; law enforcement; construction trades; heating and air conditioning; industrial equipment maintenance; aircraft mechanics; auto body repair; automotive mechanics; architectural, civil, or mechanical drafting; commercial art; commercial photography; truck and bus driving; tool and dye making; welding; etc.)
- ○ Other occupational/technical programs not listed above.

LEARNING AND STUDY SKILLS

How much OUT-OF-CLASS instruction have you received at the college in each of the following learning and study skills areas?

	None	Some	A Lot
Memory skills	○	○	○
Note taking skills	○	○	○
Listening skills	○	○	○
Speaking skills	○	○	○
Writing skills	○	○	○
Reading skills	○	○	○
Test taking skills	○	○	○
Time management skills	○	○	○
Problem solving skills	○	○	○

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

COURSE ACTIVITIES	Never	Occasionally	Often	Very Often
Participated in class discussions.	○	○	○	○
Worked on a paper or project which combined ideas from different sources of information.	○	○	○	○
Summarized major points and information from readings or notes.	○	○	○	○
Tried to explain the material to another student.	○	○	○	○
Did additional readings on topics that were introduced and discussed in class.	○	○	○	○
Asked questions about points made in class discussions or readings.	○	○	○	○
Studied course materials with other students.	○	○	○	○
Applied principles and concepts learned in class to understand other problems or situations.	○	○	○	○
Compared and contrasted different points of view presented in a course.	○	○	○	○
Considered the accuracy and credibility of information from different sources.	○	○	○	○

LIBRARY ACTIVITIES				
Used the library as a quiet place to read or study material you brought with you.	○	○	○	○
Read newspapers, magazines, or journals located in the library or on-line.	○	○	○	○
Checked out books and other materials to read at home.	○	○	○	○
Used the card catalogue or computer to find materials the library had on a topic.	○	○	○	○
Prepared a bibliography or set of references for a term paper or report.	○	○	○	○
Asked the librarian for help in finding materials on some topic.	○	○	○	○
Found some interesting material to read just by browsing in the stacks.	○	○	○	○

FACULTY	Never	Occasionally	Often	Very Often
Asked an instructor for information about grades, make-up work, assignments, etc.	○	○	○	○
Talked briefly with an instructor after class about course content.	○	○	○	○
Made an appointment to meet with an instructor in his/her office.	○	○	○	○
Discussed ideas for a term paper or other class project with an instructor.	○	○	○	
Discussed your career and/or educational plans, interests, and ambitions with an instructor.	○	○	○	
Discussed comments an instructor made on a test or paper you wrote.	○	○	○	○
Talked informally with an instructor about current events, campus activities, or other common interests.	○	○	○	
Discussed your school performance, difficulties or personal problems with an instructor.	○	○	○	○
Used electronic mail (E-mail) to communicate with your instructor.	○	○	○	○

STUDENT ACQUAINTANCES				
Had serious discussions with students who were much older or much younger than you.	○	○	○	○
Had serious discussions with students whose ethnic or cultural background was different from yours.	○	○	○	○
Had serious discussions with students whose philosophy of life or personal values were very different from yours.	○	○	○	○
Had serious discussions with students whose political opinions were very different from yours.	○	○	○	○
Had serious discussions with students whose religious beliefs were very different from yours.	○	○	○	○
Had serious discussions with students from a country different from yours.	○	○	○	○

DO NOT MARK IN THIS AREA

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

ART, MUSIC, THEATRE ACTIVITIES	Never	Occasionally	Often	Very Often
Talked about art (painting, sculpture, architecture, artists, etc.) with other students at the college.	○	○	○	○
Talked about music (classical, popular, musicians, etc.) with other students at the college.	○	○	○	○
Talked about theater (plays, musicals, dance, etc.) with other students at the college.	○	○	○	○
Attended an art exhibit on the campus.	○	○	○	○
Attended a concert or other musical event at the college.	○	○	○	○
Attended a play, dance, concert, or other theater performance at the college.	○	○	○	○
Participated in an art exhibit, musical event, or theatre performance at the college.	○	○	○	○
Attended an OFF-CAMPUS art exhibit, musical event, or theatre performance for course credit.	○	○	○	○
Participated in an OFF-CAMPUS art exhibit, musical event, or theatre performance for course credit.	○	○	○	○

WRITING ACTIVITIES	Never	Occasionally	Often	Very Often
Used a dictionary (or computer (word processor) spell-check/thesaurus) to look up the proper meaning, definition, and/or spelling of words.	○	○	○	○
Prepared an outline to organize the sequence of ideas and points in a paper you were writing.	○	○	○	○
Thought about grammar, sentence structure, paragraphs and word choice as you were writing.	○	○	○	○
Wrote a rough draft of a paper or essay and revised it before handing it in.	○	○	○	○
Used a computer (word processor) to write or type a paper.	○	○	○	○
Asked other people to read something you wrote to see if it was clear to them.	○	○	○	○
Spent at least 5 hours or more writing a paper.	○	○	○	○
Asked an instructor for advice and help to improve your writing or about a comment he/she made on a paper you wrote.	○	○	○	○

SCIENCE ACTIVITIES	Never	Occasionally	Often	Very Often
Memorized formulas, definitions, technical terms.	○	○	○	○
Practiced to improve your skills in using laboratory equipment.	○	○	○	○
Showed a classmate how to use a piece of scientific equipment.	○	○	○	○
Attempted to explain an experimental procedure to a classmate.	○	○	○	○
Tested your understanding of some scientific principle by seeing if you could explain it to another student.	○	○	○	○
Completed an experiment/project using scientific methods.	○	○	○	○
Talked about social and ethical issues related to science and technology such as energy, pollution, chemicals, genetics, etc.	○	○	○	○
Used information you learned in a science class to understand some aspect of the world around you.	○	○	○	○
Tried to explain to someone the scientific basis for environmental concerns about pollution, recycling, alternative forms of energy, etc.	○	○	○	○
Did paid or volunteer work OFF-CAMPUS to help the environment after learning about environmental issues in class.	○	○	○	○
Applied information or skills you learned in a science class to work (either volunteer or paid) outside of class.	○	○	○	○

ATHLETIC ACTIVITIES	Never	Occasionally	Often	Very Often
Followed a regular exercise program on campus.	○	○	○	○
Sought athletic instruction.	○	○	○	○
Attended an athletic event on campus.	○	○	○	○
Coached or assisted with youth athletic programs on campus.	○	○	○	○
Coached or assisted with OFF-CAMPUS youth athletic programs for course credit.	○	○	○	○
Participated in a sport on campus.	○	○	○	○

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DO NOT MARK IN THIS AREA

COLLEGE ACTIVITIES

DIRECTIONS: In your experience at this college DURING THE CURRENT SCHOOL YEAR, about how often have you done each of the following? Indicate your responses by filling in one of the circles to the right of each activity.

CAREER/OCCUPATIONAL SKILLS

DIRECTIONS: If you are enrolled in a career/occupational program or a course in which you learn occupational skills, answer the following items.

	Never	Occasionally	Often	Very Often
Read about how to perform a procedure (occupational task, vocational skill).	○	○	○	○
Listened to an instructor explain how to do a procedure.	○	○	○	○
Watched an instructor demonstrate how to do a procedure.	○	○	○	○
Practiced a procedure while being monitored by an instructor or other student.	○	○	○	○
Practiced a procedure without supervision.	○	○	○	○
Identified that there was a problem and located information from an instructor or other resource about what to do.	○	○	○	○
Diagnosed a problem and carried out the appropriate procedure without having to consult any resource.	○	○	○	○
Applied occupational skills learned in class to a job situation outside of class.	○	○	○	○
Participated in an internship, cooperative, practicum, etc. with a local business, facility, or organization for course credit.	○	○	○	○

COMPUTER TECHNOLOGY

Used E-mail to communicate with an instructor or other students about a course.	○	○	○	○
Used the World Wide WEB or INTERNET [or other computer network] to get information for a class project or paper.	○	○	○	○
Used a computer tutorial to learn material for a course or remedial program.	○	○	○	○
Used computers in a group (cooperative) learning situation in class.	○	○	○	○
Used a computer for some type of database management.	○	○	○	○
Used a computer to analyze data for a class project.	○	○	○	○
Used a computer to create graphs or charts for a class paper or project.	○	○	○	○
Wrote an application using existing software or programming languages.	○	○	○	○

CLUBS AND ORGANIZATIONS

	Never	Occasionally	Often	Very Often
Looked for notices about campus events and student organizations.	○	○	○	
Read or asked about a student club or organization.	○	○	○	
Attended a meeting of a student club or organization.	○	○	○	
Assumed a leadership role (held an office, headed a committee, etc.) in a student organization or club.	○	○	○	
Participated in a campus project or event sponsored by a student organization or club.	○	○	○	
Participated in a project or event OFF-CAMPUS which was sponsored by a student organization or club.	○	○	○	
Participated in a project or event OFF-CAMPUS which was not sponsored by a student organization or club.	○	○	○	

COUNSELING AND CAREER PLANNING

Talked with a counselor/advisor about courses to take, requirements, educational plans.	○	○	○	
Discussed your vocational interests, abilities and ambitions with a counselor/advisor.	○	○	○	
Read information about a particular 4-year college or university that you were interested in attending.	○	○	○	
Read materials about career opportunities.	○	○	○	
Made an appointment with a counselor or an advisor to discuss your plans for transferring to a 4-year college or university.	○	○	○	
Identified courses needed to meet the general education requirements of a 4-year college or university you are interested in attending.	○	○	○	
Talked with a counselor/advisor about personal matters related to your college performance.	○	○	○	
Have taken interest inventories or surveys (e.g. Strong-Campbell Interest Inventory, Kuder Occupational Interest Survey, etc.) to help you direct your career goals.	○	○	○	○

ESTIMATE OF GAINS

DIRECTIONS: In thinking over your experiences in this college up to now, to what extent do you think you have gained or made progress in each of the following areas? (Please mark one response for each item.)

I have gained or made progress in:	Very Little	Some	Quite a bit	Very Much
Acquiring knowledge and skills applicable to a specific job or type of work.	○	○	○	○
Gaining information about career opportunities.	○	○	○	○
Developing clearer career goals.	○	○	○	○
Becoming acquainted with different fields of knowledge.	○	○	○	○
Developing an understanding and enjoyment of art, music, and theater.	○	○	○	○
Developing an understanding and enjoyment of literature (novels, stories, essays, poetry, etc.).	○	○	○	○
Writing clearly and effectively.	○	○	○	○
Presenting ideas and information effectively in speaking to others.	○	○	○	○
Acquiring skills needed to use computers to access information from the library, the INTERNET, the World Wide WEB, or other computer networks.	○	○	○	○
Acquiring skills needed to use computers to produce papers, reports, graphs, charts, tables, or data analysis.	○	○	○	○
Becoming aware of different philosophies, cultures, and ways of life.	○	○	○	○
Becoming clearer about my own values and ethical standards.	○	○	○	○
Understanding myself-my abilities and interests.	○	○	○	○

I have gained or made progress in:	Very Little	Some	Quite a bit	Very Much
Understanding mathematical concepts such as probabilities, proportions, etc.	○	○	○	○
Understanding the role of science and technology in society.	○	○	○	○
Putting ideas together to see relationships, similarities, and differences between ideas.	○	○	○	○
Developing the ability to learn on my own, pursue ideas, and find information I need.	○	○	○	○
Developing the ability to speak and understand another language.	○	○	○	○
Interpreting information in graphs and charts I see in newspapers, textbooks, and on TV.	○	○	○	○
Developing an interest in political and economic events.	○	○	○	○
Seeing the importance of history for understanding the present as well as the past.	○	○	○	○
Learning more about other parts of the world and other people (Asia, Africa, South America, etc.).	○	○	○	○
Understanding other people and the ability to get along with different kinds of people.	○	○	○	○
Developing good health habits and physical fitness.	○	○	○	○
Developing the ability to get along with others in different kinds of situations.	○	○	○	○

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COLLEGE ENVIRONMENT

If you could start over again would you go to this college?

- ◯ yes
- ◯ maybe
- ◯ no

How many of the students you know are friendly and supportive of one another?

- ◯ all
- ◯ most
- ◯ some
- ◯ few or none

How many of your instructors at this college do you feel are approachable, helpful, and supportive?

- ◯ all
- ◯ most
- ◯ some
- ◯ few or none

How many of the college counselors, advisors, and department secretaries you have had contact with would you describe as helpful, considerate, knowledgeable?

- ◯ all
- ◯ most
- ◯ some
- ◯ few or none

How many of your courses at this college would you describe as challenging, stimulating, and worthwhile?

- ◯ all
- ◯ most
- ◯ some
- ◯ few or none

Do you feel that this college is a stimulating and often exciting place to be?

- ◯ all of the time
- ◯ most of the time
- ◯ some of the time
- ◯ rarely or never

Are there places on the campus for you to meet and study with other students?

- ◯ yes, ample places
- ◯ yes, a few places
- ◯ no

Are there places on the campus for you to use computers and technology?

- ◯ yes, ample places
- ◯ yes, a few places
- ◯ no

ADDITIONAL QUESTIONS

DIRECTIONS: If your college asks you to reply to additional questions, provide your answers in the spaces below.

	A	B	C	D
1.	◯	◯	◯	◯
2.	◯	◯	◯	◯
3.	◯	◯	◯	◯
4.	◯	◯	◯	◯
5.	◯	◯	◯	◯
6.	◯	◯	◯	◯
7.	◯	◯	◯	◯
8.	◯	◯	◯	◯
9.	◯	◯	◯	◯
10.	◯	◯	◯	◯
11.	◯	◯	◯	◯
12.	◯	◯	◯	◯
13.	◯	◯	◯	◯
14.	◯	◯	◯	◯
15.	◯	◯	◯	◯
16.	◯	◯	◯	◯
17.	◯	◯	◯	◯
18.	◯	◯	◯	◯
19.	◯	◯	◯	◯
20.	◯	◯	◯	◯

Student Identification Number

			–		–			
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

THANK YOU FOR YOUR PARTICIPATION

Appendix B--Question Frequencies

Demographics

Age			
	Statewide 1999	CBC 1999	CBC 1996
18-19 or younger	41%	35%	38%
20-22	20%	23%	22%
23-27	13%	13%	11%
28-39	15%	16%	16%
40-55	10%	12%	12%
Over 55	1%	1%	1%

Gender			
	Statewide 1999	CBC 1999	CBC 1996
Male	43%	48%	36%
Female	57%	52%	64%

Ethnicity			
	Statewide 1999	CBC 1999	CBC 1996
American Indian	2%	2%	1%
Asian or Pacific Islander	10%	4%	4%
Black, African -American	3%	1%	2%
Hispanic, Latino	5%	11%	7%
White	76%	81%	84%
Other	5%	2%	2%

Is English First Language			
	Statewide 1999	CBC 1999	CBC 1996
Yes	88%	91%	92%
No	12%	10%	8%

Hours Per Week Working			
	Statewide 1999	CBC 1999	CBC 1996
None, I don't have a job	28%	22%	29%
1 - 10 hours	10%	9%	10%
11 - 20 hours	20%	19%	18%
21 - 30 hours	20%	20%	19%
31 - 40 hours	15%	19%	16%
More than 40 hours	7%	11%	9%
How Job Effects College Work			
	Statewide 1999	CBC 1999	CBC 1996
I don't have a job	27%	21%	28%
My job does not interfere with my school work	19%	19%	21%
My job takes some time from my school work	40%	48%	38%
My job takes a lot of time from my school work	13%	12%	13%

How Does Family Effect College Work			
	Statewide 1999	CBC 1999	CBC 1996
No family responsibilities	33%	23%	25%
Responsibilities do not interfere with school work	25%	26%	26%
Responsibilities take some time from school work	32%	37%	34%
Responsibilities take a lot of time from school work	10%	14%	15%

Are You in Work Study Program			
	Statewide 1999	CBC 1999	CBC 1996
Yes	9%	9%	
No	91%	91%	

How Many Credits Are You Taking This Term			
	Statewide 1999	CBC 1999	CBC 1996
Less than 6	9%	10%	13%
6 to 8	4%	7%	5%
9 to 11	11%	13%	11%
12 to 15	49%	50%	49%
More than 15	26%	21%	22%

How Many Credits Have You Taken In Total			
	Statewide 1999	CBC 1999	CBC 1996
1 - 15 credits	43%	30%	35%
16 - 30 credits	23%	15%	16%
31 - 45 credits	10%	18%	12%
46 or more credits	24%	37%	40%

When Do Your Classes Meet			
	Statewide 1999	CBC 1999	CBC 1996
Day only	72%	73%	65%
Evening only	11%	10%	18%
Some day and some evening	17%	17%	17%

What Have Most of Your Grades Been			
	Statewide 1999	CBC 1999	CBC 1996
A	12%	11%	13%
A-, B+	23%	27%	27%
B	17%	24%	21%
B-, C+	11%	17%	20%
C, C-	3%	4%	4%
Lower than C-	1%	1%	1%
No grades, this is my first term	33%	17%	15%

Time Spent Studying for Classes Weekly			
	Statewide 1999	CBC 1999	CBC 1996
1 to 5 hours	35%	39%	39%
6 to 10 hours	33%	32%	33%
11 to 15 hours	17%	16%	16%
16 to 20 hours	8%	9%	8%
More than 20 hours	7%	6%	4%

Time Spent On Campus, But Not In Class, Weekly			
	Statewide 1999	CBC 1999	CBC 1996
None	63%	38%	32%
1 to 3 hours	17%	33%	37%
4 to 6 hours	6%	13%	17%
7 to 9 hours	5%	4%	5%
10 to 12 hours	9%	5%	4%
More than 12 hours	0%	7%	6%

Reason For Attending College			
	Statewide 1999	CBC 1999	CBC 1996
Prepare for transfer.	58%	48%	62%
Skills for a new job.	31%	37%	30%
Retrain, remain current, or advance in job	6%	11%	6%
Satisfy a personal interest.	4%	4%	2%
Improve my English, reading, or math skills.	1%	1%	1%

College Courses

Have Taken At Least One Of These Courses			
	Statewide 1999	CBC 1999	CBC 1996
College Math	48%	60%	60%
Computer Literacy	41%	48%	37%
English Class	51%	18%	
English Composition	52%	59%	73%
Fine Arts	28%	31%	40%
Foreign Languages	26%	28%	22%
Humanities	49%	54%	50%
Math Class	45%	46%	
Physical or Health Education	40%	54%	51%
Sciences	46%	50%	
Social Sciences	54%	66%	
Speech, Communications	36%	57%	55%

AA Degree			
	Statewide 1999	CBC 1999	CBC 1996
Yes	60%	59%	
No	40%	41%	

AS Degree			
	Statewide 1999	CBC 1999	CBC 1996
Yes	23%	36%	
No	77%	64%	

Working For Diploma			
	Statewide 1999	CBC 1999	CBC 1996
Yes	32%	36%	
No	68%	64%	

Working For Certificate			
	Statewide 1999	CBC 1999	CBC 1996
Yes	28%	29%	
No	72%	71%	

Plan To Transfer			
	Statewide 1999	CBC 1999	CBC 1996
Yes	70%	68%	73%
No	30%	33%	27%

Enrolled in Occupational/Vocational Program			
	Statewide 1999	CBC 1999	CBC 1996
Yes	23%	27%	21%
No	77%	73%	79%

Category Of Vocational/Technical Program			
	Statewide 1999	CBC 1999	CBC 1996
Not enrolled	61%	53%	74%
Agriculture	1%	1%	1%
Business	7%	7%	10%
Management and Distribution	1%	0%	
Health	8%	15%	6%
Home Economics	2%	2%	0%
Technical and Communications	8%	8%	2%
Trade and Industrial	6%	12%	4%
Other	6%	4%	3%

At Least Some Out Of Class Learning Skill Training			
	Statewide 1999	CBC 1999	CBC 1996
Memory Skills	20%	19%	
Note Taking Skills	22%	18%	
Listening skills	23%	20%	
Speaking Skills	21%	21%	
Writing Skills	29%	16%	
Reading Skills	23%	19%	
Test Taking Skills	20%	17%	
Time Management Skills	22%	20%	
Problem Solving Skills	23%	22%	

Course Activity

Participated in class discussions			
	Statewide 1999	CBC 1999	CBC 1996
Never	5%	6%	4%
Occasionally	42%	45%	47%
Often	33%	34%	33%
Very Often	20%	15%	17%

Worked on a paper or project, which combined ideas from different sources of information.			
	Statewide 1999	CBC 1999	CBC 1996
Never	15%	19%	11%
Occasionally	37%	37%	39%
Often	34%	33%	37%
Very Often	14%	11%	13%

Summarized major points and information from readings or notes.			
	Statewide 1999	CBC 1999	CBC 1996
Never	10%	12%	8%
Occasionally	33%	36%	32%
Often	38%	36%	40%
Very Often	18%	16%	20%

Tried to explain the material to another student.			
	Statewide 1999	CBC 1999	CBC 1996
Never	10%	10%	9%
Occasionally	48%	47%	47%
Often	30%	30%	32%
Very Often	13%	12%	13%

Did additional readings on topics that were introduced and discussed in class.			
	Statewide 1999	CBC 1999	CBC 1996
Never	27%	29%	27%
Occasionally	47%	45%	48%
Often	19%	19%	19%
Very Often	7%	7%	6%

Asked questions about points made in class discussions or readings.			
	Statewide - 1999	CBC 1999	CBC 1996
Never	13%	14%	11%
Occasionally	47%	50%	51%
Often	28%	25%	28%
Very Often	12%	10%	10%

Studied course materials with other students.			
	Statewide 1999	CBC 1999	CBC 1996
Never	27%	27%	25%
Occasionally	41%	42%	45%
Often	22%	20%	21%
Very Often	9%	10%	9%

Applied principles and concepts learned in class to understand other problems or situations.			
	Statewide 1999	CBC 1999	CBC 1996
Never	13%	12%	12%
Occasionally	47%	48%	47%
Often	29%	30%	30%
Very Often	10%	10%	11%

Compared and contrasted different points of view presented in a course.			
	Statewide 1999	CBC 1999	CBC 1996
Never	17%	21%	14%
Occasionally	46%	47%	49%
Often	29%	25%	29%
Very Often	8%	7%	8%

Considered the accuracy and credibility of information from different sources.			
	Statewide 1999	CBC 1999	CBC 1996
Never	19%	22%	15%
Occasionally	44%	45%	49%
Often	27%	25%	28%
Very Often	10%	8%	9%

Library Activity

Used Library as Quiet Place to Read or Study Material You Brought With You			
	Statewide 1999	CBC 1999	CBC 1996
Never	43%	47%	37%
Occasionally	29%	30%	34%
Often	16%	16%	17%
Very Often	12%	7%	11%

Read Newspapers, Magazines or Journals Located in Library or on-line			
	Statewide 1999	CBC 1999	CBC 1996
Never	55%	58%	53%
Occasionally	28%	27%	31%
Often	10%	11%	12%
Very Often	7%	4%	4%

Checked Out Materials			
	Statewide 1999	CBC 1999	CBC 1996
Never	62%	68%	65%
Occasionally	26%	24%	24%
Often	9%	7%	9%
Very Often	4%	1%	2%

Used Card Catalog of Computer to Find Materials			
	Statewide 1999	CBC 1999	CBC 1996
Never	56%	58%	33%
Occasionally	27%	27%	37%
Often	10%	11%	20%
Very Often	6%	4%	9%

Used Bibliography or List of References for Term Paper or Report			
	Statewide 1999	CBC 1999	CBC 1996
Never	59%	57%	44%
Occasionally	25%	26%	33%
Often	12%	12%	16%
Very Often	4%	4%	7%

Asked for Help in Finding Materials			
	Statewide 1999	CBC 1999	CBC 1996
Never	56%	62%	47%
Occasionally	31%	27%	35%
Often	9%	10%	13%
Very Often	4%	1%	5%

Found Materials Just by Browsing			
	Statewide 1999	CBC 1999	CBC 1996
Never	64%	73%	65%
Occasionally	23%	20%	28%
Often	8%	5%	5%
Very Often	5%	2%	2%

Faculty Activity

Asked Instructor About Grades, Assignments, make-up Work, etc.			
	Statewide 1999	CBC 1999	CBC 1996
Never	16%	14%	22%
Occasionally	56%	57%	58%
Often	22%	22%	15%
Very Often	7%	7%	5%

Talked Briefly With Instructor About Course Content After Class			
	Statewide 1999	CBC 1999	CBC 1996
Never	21%	23%	52%
Occasionally	53%	52%	39%
Often	19%	18%	7%
Very Often	6%	6%	3%

Made Appointment to Meet Instructor in Office			
	Statewide 1999	CBC 1999	CBC 1996
Never	56%	57%	36%
Occasionally	34%	33%	48%
Often	8%	7%	12%
Very Often	3%	2%	4%

Discussed Ideas on Term Paper or Project with Instructor			
	Statewide 1999	CBC 1999	CBC 1996
Never	41%	44%	47%
Occasionally	43%	42%	39%
Often	13%	12%	10%
Very Often	3%	3%	4%

Discussed Career/Educational Plans With Instructor			
	Statewide 1999	CBC 1999	CBC 1996
Never	50%	47%	37%
Occasionally	37%	39%	47%
Often	10%	11%	14%
Very Often	3%	4%	3%

Discussed Comments Made by Instructor Made on Test or Paper			
	Statewide 1999	CBC 1999	CBC 1996
Never	41%	43%	46%
Occasionally	44%	45%	41%
Often	12%	10%	10%
Very Often	3%	3%	3%

Talked Informally with Instructor About Current Events, Common Interests, etc.			
	Statewide 1999	CBC 1999	CBC 1996
Never	49%	49%	57%
Occasionally	37%	39%	33%
Often	10%	9%	8%
Very Often	3%	4%	2%

Discussed School Performance, Difficulties or Personal Problems			
	Statewide 1999	CBC 1999	CBC 1996
Never	60%	59%	26%
Occasionally	31%	33%	45%
Often	7%	6%	21%
Very Often	2%	1%	8%

Used e-mail to Communicate with Instructor			
	Statewide 1999	CBC 1999	CBC 1996
Never	69%	72%	
Occasionally	22%	22%	
Often	6%	4%	
Very Often	3%	2%	

Student Acquaintance Activity

Had Discussion with Students Much Older or Younger			
	Statewide 1999	CBC 1999	CBC 1996
Never	30%	37%	26%
Occasionally	41%	40%	45%
Often	19%	14%	21%
Very Often	9%	9%	8%

Had Discussions with Students of Different Ethnic or Cultural Backgrounds			
	Statewide 1999	CBC 1999	CBC 1996
Never	32%	39%	31%
Occasionally	41%	39%	45%
Often	18%	14%	16%
Very Often	9%	8%	8%

Had Discussions with Students with Different Philosophies or Values			
	Statewide 1999	CBC 1999	CBC 1996
Never	32%	39%	28%
Occasionally	42%	39%	45%
Often	18%	16%	19%
Very Often	8%	7%	7%

Had Discussions with Students with Different Political Opinions			
	Statewide 1999	CBC 1999	CBC 1996
Never	45%	51%	42%
Occasionally	36%	32%	38%
Often	13%	13%	14%
Very Often	6%	4%	6%

Had Discussions with Students with Different Religious Beliefs			
	Statewide 1999	CBC 1999	CBC 1996
Never	42%	47%	41%
Occasionally	35%	33%	37%
Often	15%	14%	16%
Very Often	8%	7%	7%

Had Discussions with Students from a Different Country			
	Statewide 1999	CBC 1999	CBC 1996
Never	44%	57%	50%
Occasionally	36%	31%	39%
Often	12%	9%	7%
Very Often	7%	4%	4%

Art, Music and Theatre Activities

Talked About Art with Other Students			
	Statewide 1999	CBC 1999	CBC 1996
Never	66%	68%	63%
Occasionally	25%	25%	29%
Often	7%	5%	6%
Very Often	3%	2%	3%

Talked About Music with Other Students			
	Statewide 1999	CBC 1999	CBC 1996
Never	49%	54%	51%
Occasionally	34%	33%	3410%
Often	11%	10%	11%
Very Often	6%	3%	4%

Talked About Theatre with Other Students			
	Statewide 1999	CBC 1999	CBC 1996
Never	69%	74%	71%
Occasionally	22%	20%	22%
Often	6%	4%	5%
Very Often	2%	1%	3%

Attended an Art Exhibit On Campus			
	Statewide 1999	CBC 1999	CBC 1996
Never	81%	81%	72%
Occasionally	15%	16%	22%
Often	3%	3%	4%
Very Often	1%	1%	2%

Attended Concert On Campus			
	Statewide 1999	CBC 1999	CBC 1996
Never	83%	79%	73%
Occasionally	13%	17%	22%
Often	3%	3%	3%
Very Often	1%	2%	3%

Attended Theatre Event On Campus			
	Statewide 1999	CBC 1999	CBC 1996
Never	84%	75%	75%
Occasionally	12%	19%	19%
Often	2%	4%	3%
Very Often	1%	2%	2%

Participated in an Art, Music or Theatre Event On Campus			
	Statewide 1999	CBC 1999	CBC 1996
Never	91%	91%	
Occasionally	6%	6%	
Often	2%	2%	
Very Often	1%	2%	

Attended an Off Campus Art, Music, or Theatre Event for Credit			
	Statewide 1999	CBC 1999	CBC 1996
Never	87%	89%	
Occasionally	10%	8%	
Often	2%	2%	
Very Often	1%	1%	

Participated in an Art, Music or Theatre Event Off Campus for Credit			
	Statewide 1999	CBC 1999	CBC 1996
Never	93%	93%	
Occasionally	5%	5%	
Often	1%	1%	
Very Often	1%	1%	

Writing Activity

Used Dictionary to Look up proper meaning, spelling, etc.			
	Statewide 1999	CBC 1999	CBC 1996
Never	10%	12%	12%
Occasionally	24%	26%	37%
Often	31%	33%	29%
Very Often	34%	29%	22%

Used Outline to Organize Ideas and Points for Paper			
	Statewide 1999	CBC 1999	CBC 1996
Never	21%	23%	16%
Occasionally	32%	34%	34%
Often	29%	28%	34%
Very Often	18%	16%	16%

Thought about Grammar, Sentences, Paragraphs, and Word Choice while Writing			
	Statewide 1999	CBC 1999	CBC 1996
Never	9%	12%	7%
Occasionally	22%	23%	20%
Often	34%	36%	41%
Very Often	35%	29%	33%

Wrote a rough draft and revised it			
	Statewide 1999	CBC 1999	CBC 1996
Never	15%	19%	11%
Occasionally	19%	18%	15%
Often	29%	32%	33%
Very Often	37%	31%	41%

Used a Computer to Write Paper			
	Statewide 1999	CBC 1999	CBC 1996
Never	10%	15%	10%
Occasionally	12%	13%	15%
Often	20%	23%	19%
Very Often	58%	49%	55%

Asked Others to Read Paper for Clarity			
	Statewide 1999	CBC 1999	CBC 1996
Never	21%	25%	16%
Occasionally	28%	27%	27%
Often	26%	27%	30%
Very Often	25%	21%	27%

Spent Five Hours Writing Paper			
	Statewide 1999	CBC 1999	CBC 1996
Never	29%	34%	22%
Occasionally	27%	25%	24%
Often	21%	22%	25%
Very Often	23%	19%	29%

Asked Instructor for Help Improve Writing			
	Statewide 1999	CBC 1999	CBC 1996
Never	36%	40%	32%
Occasionally	33%	36%	37%
Often	19%	17%	22%
Very Often	12%	7%	10%

Science Activities

Memorized Formulas, Definitions, Technical Terms			
	Statewide 1999	CBC 1999	CBC 1996
Never	39%	37%	44%
Occasionally	21%	21%	21%
Often	23%	21%	19%
Very Often	17%	21%	16%

Practiced to Improve Skills with Lab Equipment			
	Statewide 1999	CBC 1999	CBC 1996
Never	64%	58%	65%
Occasionally	16%	15%	19%
Often	12%	15%	11%
Very Often	8%	13%	6%

Showed Classmate How to Use Scientific Equipment			
	Statewide 1999	CBC 1999	CBC 1996
Never	68%	61%	67%
Occasionally	19%	22%	21%
Often	8%	11%	6%
Very Often	4%	6%	5%

Attempted to Explain a Scientific Procedure to Classmate			
	Statewide 1999	CBC 1999	CBC 1996
Never	67%	65%	68%
Occasionally	20%	22%	21%
Often	8%	8%	6%
Very Often	4%	5%	4%

Tested Understanding of Scientific Principle by Try to Explain It to Another			
	Statewide 1999	CBC 1999	CBC 1996
Never	69%	68%	72%
Occasionally	19%	22%	18%
Often	8%	8%	7%
Very Often	3%	3%	3%

Completed Procedure/Project Using Scientific Methods			
	Statewide 1999	CBC 1999	CBC 1996
Never	66%	62%	68%
Occasionally	18%	21%	18%
Often	10%	10%	10%
Very Often	6%	7%	5%

Talked about Social or Ethical Issues Related to Science/Technology			
	Statewide 1999	CBC 1999	CBC 1996
Never	64%	64%	64%
Occasionally	23%	27%	25%
Often	9%	6%	7%
Very Often	4%	3%	3%

Used Information form Science Class to Understand World Around You			
	Statewide 1999	CBC 1999	CBC 1996
Never	58%	55%	59%
Occasionally	22%	26%	20%
Often	13%	14%	14%
Very Often	7%	6%	7%

Tried to Explain to Someone the Scientific Basis for Environmental Concerns			
	Statewide 1999	CBC 1999	CBC 1996
Never	69%	73%	70%
Occasionally	20%	19%	20%
Often	7%	7%	6%
Very Often	4%	2%	4%

Did Paid or Volunteer Work to Help Environment			
	Statewide 1999	CBC 1999	CBC 1996
Never	88%	90%	
Occasionally	8%	7%	
Often	2%	1%	
Very Often	1%	1%	

Applied Information/Skills from Science Class in Work			
	Statewide 1999	CBC 1999	CBC 1996
Never	79%	76%	
Occasionally	13%	12%	
Often	5%	7%	
Very Often	3%	5%	

Athletic Activity

Followed a Regular Exercise Program on Campus			
	Statewide 1999	CBC 1999	CBC 1996
Never	75%	70%	75%
Occasionally	10%	13%	10%
Often	6%	10%	6%
Very Often	8%	8%	10%

Sought Athletic Instruction			
	Statewide 1999	CBC 1999	CBC 1996
Never	81%	82%	81%
Occasionally	10%	11%	9%
Often	4%	4%	3%
Very Often	5%	3%	6%

Attended an Athletic Event on Campus			
	Statewide 1999	CBC 1999	CBC 1996
Never	84%	84%	84%
Occasionally	8%	11%	9%
Often	3%	3%	3%
Very Often	4%	3%	5%

Coach or Assisted Youth Athletic Programs on Campus			
	Statewide 1999	CBC 1999	CBC 1996
Never	95%	96%	
Occasionally	2%	2%	
Often	1%	1%	
Very Often	2%	1%	

Coached or Assisted Off-Campus Athletic Programs for Credit			
	Statewide 1999	CBC 1999	CBC 1996
Never	95%	97%	
Occasionally	2%	1%	
Often	1%	1%	
Very Often	1%	0%	

Participated in a Sport on Campus			
	Statewide 1999	CBC 1999	CBC 1996
Never	89%	92%	
Occasionally	4%	3%	
Often	2%	2%	
Very Often	5%	3%	

Occupational/Vocational Skills

Read About How to Perform Procedure			
	Statewide 1999	CBC 1999	CBC 1996
Never	37%	25%	34%
Occasionally	25%	25%	26%
Often	20%	24%	20%
Very Often	18%	27%	19%

Listened to an Instructor Explain a Procedure			
	Statewide 1999	CBC 1999	CBC 1996
Never	23%	15%	25%
Occasionally	19%	17%	22%
Often	28%	29%	24%
Very Often	30%	39%	29%

Watched Instructor Demonstrate Procedure			
	Statewide 1999	CBC 1999	CBC 1996
Never	26%	18%	28%
Occasionally	20%	18%	22%
Often	26%	27%	23%
Very Often	28%	38%	28%

Practiced Procedure While Being Monitored			
	Statewide 1999	CBC 1999	CBC 1996
Never	37%	26%	39%
Occasionally	23%	25%	21%
Often	21%	23%	20%
Very Often	19%	27%	21%

Practiced Procedure without Supervision			
	Statewide 1999	CBC 1999	CBC 1996
Never	36%	25%	37%
Occasionally	23%	24%	20%
Often	20%	25%	21%
Very Often	21%	27%	23%

Identified Problem and Located in Information			
	Statewide 1999	CBC 1999	CBC 1996
Never	39%	31%	40%
Occasionally	31%	28%	28%
Often	18%	25%	19%
Very Often	11%	17%	14%

Diagnosed Problem and Carried Out Appropriate Procedure			
	Statewide 1999	CBC 1999	CBC 1996
Never	42%	32%	42%
Occasionally	30%	37%	30%
Often	17%	18%	16%
Very Often	10%	13%	11%

Applied Skill Learned in Class to Job Related Situation			
	Statewide 1999	CBC 1999	CBC 1996
Never	46%	33%	
Occasionally	26%	28%	
Often	16%	19%	
Very Often	13%	20%	

Participated in an Internship, Cooperative, or Practicum			
	Statewide 1999	CBC 1999	CBC 1996
Never	81%	79%	
Occasionally	8%	11%	
Often	6%	6%	
Very Often	5%	5%	

Computer Activity

Used e-mail to Communicate with Instructor or Students			
	Statewide 1999	CBC 1999	CBC 1996
Never	58%	63%	
Occasionally	22%	20%	
Often	10%	10%	
Very Often	10%	7%	

Used Internet to Get Information for Paper of Project			
	Statewide 1999	CBC 1999	CBC 1996
Never	24%	28%	
Occasionally	25%	26%	
Often	24%	24%	
Very Often	27%	23%	

Used a Computer Tutorial to Learn Material for a Course			
	Statewide 1999	CBC 1999	CBC 1996
Never	62%	58%	
Occasionally	19%	22%	
Often	10%	10%	
Very Often	8%	11%	

Used a Computer in a Group Learning Situation			
	Statewide 1999	CBC 1999	CBC 1996
Never	58%	58%	
Occasionally	21%	21%	
Often	11%	11%	
Very Often	10%	10%	

Used Computer for Some Type of Database Management			
	Statewide 1999	CBC 1999	CBC 1996
Never	57%	56%	
Occasionally	22%	23%	
Often	12%	11%	
Very Often	9%	9%	

Used Computer to Analyze Data			
	Statewide 1999	CBC 1999	CBC 1996
Never	57%	53%	
Occasionally	23%	26%	
Often	12%	13%	
Very Often	8%	8%	

Used Computer to Create Graphs or Charts			
	Statewide 1999	CBC 1999	CBC 1996
Never	57%	53%	
Occasionally	23%	27%	
Often	11%	13%	
Very Often	8%	7%	

Wrote an Application Using Existing Software or Programming Language			
	Statewide 1999	CBC 1999	CBC 1996
Never	74%	70%	
Occasionally	13%	16%	
Often	6%	6%	
Very Often	7%	7%	

Club/Organization

Looked for Notices about Campus Events and Student Organizations			
	Statewide 1999	CBC 1999	CBC 1996
Never	52%	50%	22%
Occasionally	35%	36%	35%
Often	10%	10%	23%
Very Often	4%	4%	21%

Read or Asked About Student Club/Organization			
	Statewide 1999	CBC 1999	CBC 1996
Never	64%	68%	49%
Occasionally	27%	26%	34%
Often	6%	5%	11%
Very Often	2%	2%	6%

Attended Meeting of Student Club/Organization			
	Statewide 1999	CBC 1999	CBC 1996
Never	84%	85%	76%
Occasionally	10%	9%	13%
Often	4%	3%	5%
Very Often	3%	2%	6%

Assumed Leadership Role in Student Club/Organization			
	Statewide 1999	CBC 1999	CBC 1996
Never	91%	91%	
Occasionally	4%	5%	
Often	2%	1%	
Very Often	2%	2%	

Participated in a Campus Event Sponsored by Student Club/Organization			
	Statewide 1999	CBC 1999	CBC 1996
Never	85%	84%	
Occasionally	10%	12%	
Often	3%	3%	
Very Often	2%	2%	

Participated in an Off Campus Event Sponsored by Student Club/Organization			
	Statewide 1999	CBC 1999	CBC 1996
Never	89%	90%	
Occasionally	6%	7%	
Often	2%	2%	
Very Often	2%	1%	

Participated in an Off Campus Event Not Sponsored by Student Club/Organization			
	Statewide 1999	CBC 1999	CBC 1996
Never	82%	82%	
Occasionally	9%	10%	
Often	5%	4%	
Very Often	4%	4%	

Counseling/Career Planing Activity

Talked to Counselor/Advisor about Courses to Take, Requirements, Educational Plans			
	Statewide 1999	CBC 1999	CBC 1996
Never	21%	23%	
Occasionally	50%	49%	
Often	20%	22%	
Very Often	9%	7%	

Discussed Vocational Interests, Abilities, and Ambitions with Counselor/Advisor			
	Statewide 1999	CBC 1999	CBC 1996
Never	38%	37%	
Occasionally	41%	43%	
Often	15%	15%	
Very Often	6%	5%	

Read Information about a Particular Four-Year College/University			
	Statewide 1999	CBC 1999	CBC 1996
Never	39%	38%	
Occasionally	32%	36%	
Often	18%	17%	
Very Often	10%	9%	

Read Materials on Career Opportunities			
	Statewide 1999	CBC 1999	CBC 1996
Never	28%	26%	
Occasionally	40%	42%	
Often	22%	23%	
Very Often	10%	9%	

Met with Counselor/Advisor to Discuss Plans For Transferring to a Four-Year College/University			
	Statewide 1999	CBC 1999	CBC 1996
Never	62%	63%	
Occasionally	24%	24%	
Often	9%	9%	
Very Often	5%	4%	

Identified Courses Needed to Meet a Four-Year College/University General Education Requirements			
	Statewide 1999	CBC 1999	CBC 1996
Never	43%	41%	
Occasionally	31%	34%	
Often	17%	17%	
Very Often	9%	8%	

Talked to Counselor/Advisor About Personal Matters Related to College Performance			
	Statewide 1999	CBC 1999	CBC 1996
Never	66%	68%	
Occasionally	23%	23%	
Often	7%	7%	
Very Often	3%	2%	

Have Taken Interest Inventories or Surveys			
	Statewide 1999	CBC 1999	CBC 1996
Never	74%	72%	
Occasionally	18%	22%	
Often	5%	5%	
Very Often	3%	1%	

Estimate of Gains

I have Gained or Made Progress In....

Acquired Knowledge and Skills Applicable to a Specific Job			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	22%	16%	22%
Some	38%	23%	36%
Quite a bit	24%	30%	26%
Very Much	16%	22%	17%

Getting Information about Career Opportunities			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	25%	21%	27%
Some	41%	41%	41%
Quite a bit	24%	28%	24%
Very Much	10%	11%	9%

Developing Clearer Career Goals			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	21%	21%	22%
Some	35%	34%	36%
Quite a bit	28%	30%	25%
Very Much	15%	16%	17%

Becoming Acquainted with Different Fields of Knowledge			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	18%	18%	16%
Some	39%	40%	42%
Quite a bit	30%	30%	32%
Very Much	13%	13%	10%

Developing an Understanding and Enjoyment of Art, Music, Theatre			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	54%	57%	51%
Some	25%	26%	26%
Quite a bit	13%	12%	14%
Very Much	8%	6%	9%

Developing an Understanding and Enjoyment of Literature			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	41%	47%	42%
Some	32%	29%	31%
Quite a bit	18%	15%	18%
Very Much	8%	8%	9%

Writing Clearly and Effectively			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	19%	20%	14%
Some	36%	37%	34%
Quite a bit	32%	31%	34%
Very Much	13%	12%	19%

Presenting Ideas and Information Clearly and Effectively when Speaking			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	25%	27%	24%
Some	39%	37%	38%
Quite a bit	26%	27%	25%
Very Much	10%	9%	13%

Acquiring Skills Needed to Use Computers to Access Internet or Computer Networks			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	31%	30%	
Some	30%	30%	
Quite a bit	22%	25%	
Very Much	17%	15%	

Acquiring Skills Needed to Use Computers to Create Papers, Reports, Graphs, Charts, etc.			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	34%	32%	27%
Some	30%	30%	30%
Quite a bit	21%	23%	22%
Very Much	15%	15%	20%

Becoming Aware of Different Philosophies, Cultures, Ways or Life			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	29%	34%	30%
Some	35%	3460%	36%
Quite a bit	24%	22%	23%
Very Much	12%	9%	11%

Becoming Clearer About My Own Values and Ethics			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	27%	28%	28%
Some	33%	35%	34%
Quite a bit	25%	24%	24%
Very Much	15%	14%	15%

Understanding My Abilities and Interests			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	15%	16%	18%
Some	34%	34%	32%
Quite a bit	31%	31%	33%
Very Much	20%	19%	18%

Understanding Mathematical Concepts			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	40%	35%	35%
Some	30%	35%	32%
Quite a bit	21%	23%	22%
Very Much	10%	7%	11%

Understanding Role of Science/Technology in Society			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	43%	41%	42%
Some	31%	29%	31%
Quite a bit	19%	21%	19%
Very Much	8%	10%	9%

Putting Ideas Together to See Relationships			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	22%	22%	21%
Some	41%	43%	40%
Quite a bit	27%	26%	27%
Very Much	10%	10%	11%

Developing My Ability to Learn on My Own, Pursue Ideas, Find Information			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	16%	15%	14%
Some	36%	34%	35%
Quite a bit	32%	36%	33%
Very Much	16%	15%	18%

Developing the Ability to Speak and Understand Another Language			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	66%	66%	69%
Some	17%	19%	15%
Quite a bit	11%	9%	10%
Very Much	6%	6%	6%

Interpreting Information in Graphs and Charts I see in Newspaper, Textbooks, TV			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	43%	39%	39%
Some	34%	38%	37%
Quite a bit	17%	17%	19%
Very Much	6%	6%	6%

Developing an Interest in Political/Economic Events			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	52%	52%	47%
Some	28%	31%	33%
Quite a bit	14%	13%	13%
Very Much	6%	5%	7%

Seeing the Importance of History in Understanding the Present			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	39%	39%	36%
Some	31%	33%	35%
Quite a bit	20%	18%	19%
Very Much	10%	9%	10%

Learning More about Other Parts of World and Other People			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	48%	53%	51%
Some	28%	27%	27%
Quite a bit	15%	15%	14%
Very Much	9%	6%	7%

Understanding and Getting Along with Other/Different People			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	24%	24%	23%
Some	35%	39%	34%
Quite a bit	26%	26%	26%
Very Much	14%	12%	17%

Developing Good Health Habits and Physical Fitness			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	43%	39%	39%
Some	29%	34%	31%
Quite a bit	17%	18%	17%
Very Much	10%	8%	13%

Developing the Ability to Get Along with Others in Different Situations			
	Statewide 1999	CBC 1999	CBC 1996
Very Little	21%	20%	
Some	35%	40%	
Quite a bit	28%	27%	
Very Much	16%	13%	

College Environment

Would Attend Same College			
	Statewide 1999	CBC 1999	CBC 1996
Yes	67%	67%	66%
Maybe	25%	25%	25%
No	8%	8%	9%

Students You Know are Friendly and Supportive			
	Statewide 1999	CBC 1999	CBC 1996
All	14%	10%	13%
Most	62%	63%	62%
Some	20%	20%	20%
Few or None	5%	7%	5%

Instructors are Approachable, Helpful, Supportive			
	Statewide 1999	CBC 1999	CBC 1996
All	31%	28%	23%
Most	46%	51%	47%
Some	19%	16%	25%
Few or None	5%	5%	5%

Counselors, Advisors, Department Secretaries are Helpful, Considerate, Knowledgeable			
	Statewide 1999	CBC 1999	CBC 1996
All	22%	16%	18%
Most	41%	41%	39%
Some	24%	28%	30%
Few or None	13%	15%	13%

Courses are Challenging, Stimulating, Worthwhile			
	Statewide 1999	CBC 1999	CBC 1996
All	23%	22%	22%
Most	48%	50%	48%
Some	24%	24%	26%
Few or None	5%	4%	4%

College is Stimulating and Exciting Place to Be			
	Statewide 1999	CBC 1999	CBC 1996
All of the Time	9%	7%	6%
Most of the Time	43%	40%	40%
Some of the Time	37%	43%	40%
Rarely or Never	11%	11%	13%

Are There Places to Meet and Study with Other Students			
	Statewide 1999	CBC 1999	CBC 1996
yes, Ample Places	37%	35%	35%
Yes, A Few Places	51%	51%	51%
No	12%	15%	14%
Are There Places to Use Computers and Technology			
	Statewide 1999	CBC 1999	CBC 1996
yes, Ample Places	48%	53%	
Yes, A Few Places	47%	42%	
No	5%	6%	

Additional Question

To What Extent is Your College a Comfortable Environment			
	Statewide 1999	CBC 1999	CBC 1996
Very Uncomfortable	32%	32%	1%
Somewhat Uncomfortable	14%	12%	7%
Somewhat comfortable	21%	20%	43%
Very Comfortable	33%	37%	49%

Involved in Active Learning Techniques			
	Statewide 1999	CBC 1999	CBC 1996
Never	11%	11%	11%
Occasionally	39%	44%	39%
Often	32%	30%	33%
Very Often	19%	16%	17%

Highest Education of Mother or Guardian			
	Statewide 1999	CBC 1999	CBC 1996
Did not complete high school	11%	12%	12%
High school diploma or GED	28%	31%	30%
Took some college courses but did not earn a degree	24%	23%	21%
Earned a two-year, four year, or higher degree	37%	34%	37%

Total Household Income			
	Statewide 1999	CBC 1999	CBC 1996
Less than $20,000	35%	24%	29%
$20,000 - $29,999	16%	15%	12%
$30,000 - $39,999	15%	13%	15%
$40,000 or higher	34%	48%	44%

Meeting Educational Objectives as Result of College Enrollment			
	Statewide 1999	CBC 1999	CBC 1996
Too early to tell	39%	26%	
Not meeting your objective at all	6%	4%	
Partially meeting your objective	27%	35%	
Definitely meeting your objective	28%	35%	

Satisfied with Quality of Instruction			
	Statewide 1999	CBC 1999	CBC 1996
Very dissatisfied	8%	7%	3%
Somewhat dissatisfied	13%	11%	9%
Somewhat satisfied	48%	48%	69%
Very satisfied	32%	33%	19%

Outside of Class, Where do You Use Computers			
		CBC 1999	
I never use computers outside of class		6%	
I use computers at CBC more than off-campus		14%	
I use off-campus computers more than at CBC		34%	
I always use computers off-campus		46%	

Quality of Services Provided by Admissions Office			
		CBC 1999	
Never Used Office		7%	
Excellent		28%	
Average		54%	
Poor		10%	

How Would You Rate Information Received About Enrollment			
		CBC 1999	
Never Received		6%	
Excellent		27%	
Average		56%	
Poor		10%	

Encountered College Caused Barriers to Enroll and Attend			
		CBC 1999	
No Barriers		43%	
Few Barriers		33%	
Some Barriers		19%	
Many Barriers		4%	

Encountered College Caused Barriers to Continuing Education			
		CBC 1999	
No Barriers		53%	
Few Barriers		27%	
Some Barriers		15%	
Many Barriers		4%	

Quality of Service Provided by Financial Aid Office			
		CBC 1999	
Never Used Office		47%	
Excellent		20%	
Average		23%	
Poor		11%	

Quality of Service Provided by Counseling Center			
		CBC 1999	
Never Used Center		31%	
Excellent		21%	
Average		37%	
Poor		11%	

How Many Times Used Faculty Advisor For Academic Planning			
		CBC 1999	
Never		42%	
Once		19%	
2-4 times		30%	
% or more		9%	

Quality of Service Provided by Career/Transfer Center			
		CBC 1999	
Never Used Center		78%	
Excellent		6%	
Average		13%	
Poor		3%	

Have You Adopted Healthier Life Style as Result of Classes and Activities			
		CBC 1999	
Less Healthy		16%	
Somewhat Healthier		28%	
Much Healthier		12%	
No More or Less Healthy		45%	

How Did You Hear About Services at Tutoring Center			
		CBC 1999	
Don't know about Center		20%	
Instructor		56%	
Friends		11%	
Student Bulletin		14%	

Where To Have Expanded Hours for Tutoring Center			
		CBC 1999	
Pasco		28%	
Richland		12%	
Both Pasco and Richland		48%	
Neither Pasco or Richland		12%	

When Expanded Hours for Tutoring Center			
		CBC 1999	
Morning Hours		13%	
Afternoon Hours		28%	
Evening Hours		40%	
Weekend Hours		19%	

ASSET Placed Me...			
		CBC 1999	
Correct Math and English		54%	
Correct English, Not Math		19%	
Correct Math, Not English		8%	
Did Not Take ASSET		19%	